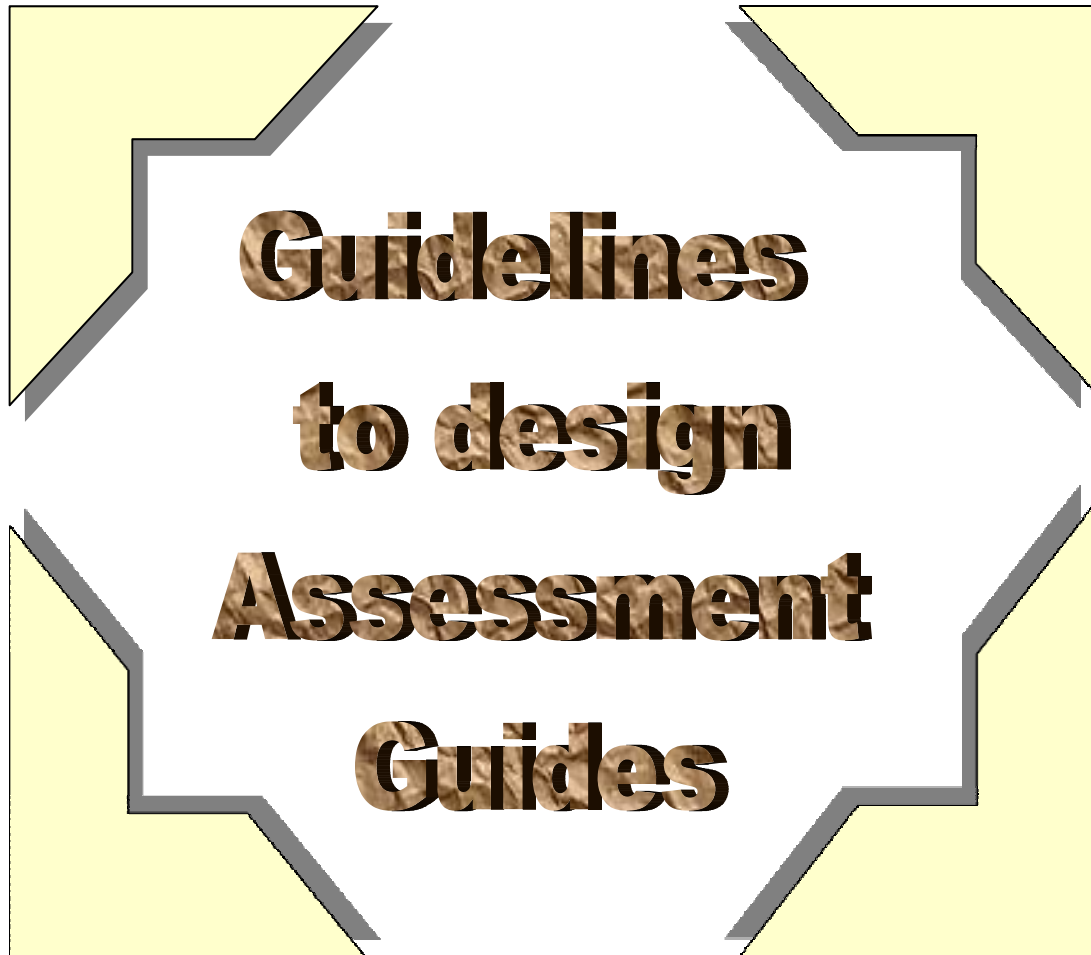


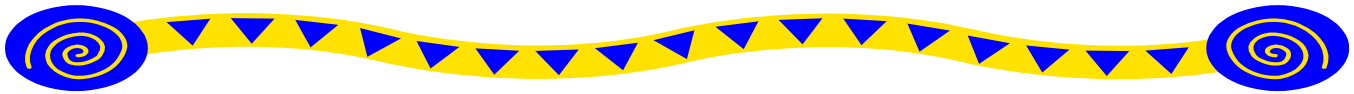
SUMMARY FOR PROVIDERS



Guidelines to design Assessment Guides

October 2003

Extract from ASSMT 04 – Design Assessments
International Competencies Network
www.icn.co.za



Introduction

The purpose of this guide is to provide you with the basic information that will assist you with the development of your own internal organisational assessment guides and practices

The content of the guide is an extract from a full Assessment design course and should not be used as training material.

The guide covers the following areas:

- Brief look at outcomes-based assessment
- Steps in developing an assessment strategy
- Guidelines to design assessment instruments
- Guidelines to compile an assessment guide
- As an Annexure: Examples of templates for an assessment guide

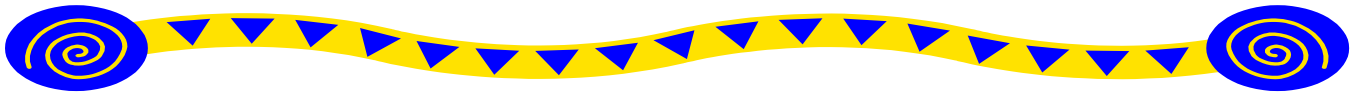
PLEASE NOTE:

This guide is merely a guideline, and it does not mean that your organisational practices should necessarily change to suit the format of the examples given in this guide.

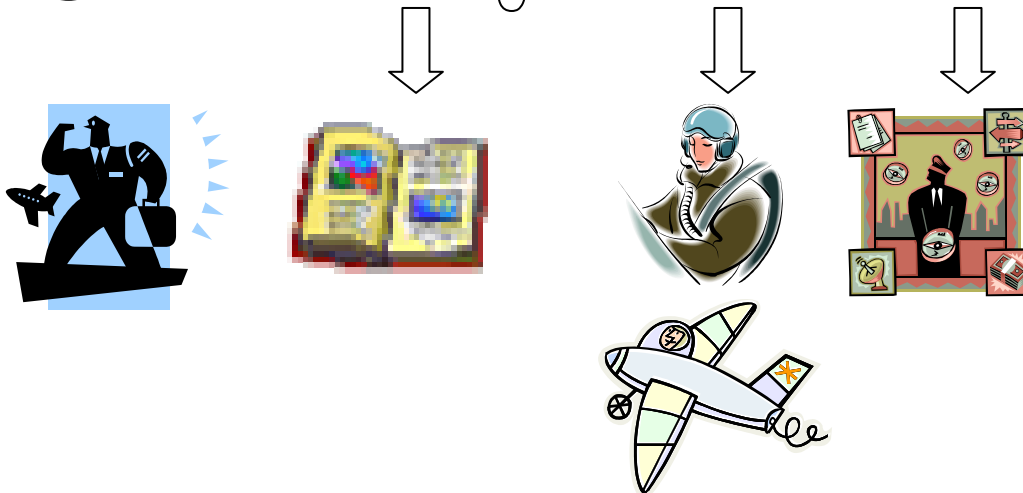
Assessing competence

Competence can be defined as follows:

- “as the **ability** of a learner/learner to **demonstrate/ perform** (*what*) according to a **defined standard** (*how well*) within a **specific context** (*where, when*) due to internalised knowledge, skills and values”.



$$C = \text{Knowledge} + \text{Skills} + \text{Values}$$



Applied competence suggests that *foundational competence*, *practical competence* and *reflexive competence* are all necessary for the meaningful accomplishment of a task in any real world context.

Foundational competence is described as an understanding of what is being done and why.

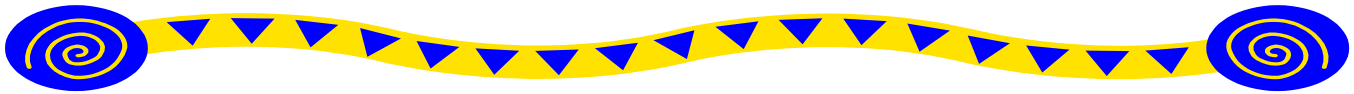
Practical competence is described as a demonstrated ability to do a particular thing.

Reflexive competence is described as a demonstrated ability to integrate or connect performance with the understanding of that performance so as to learn from the actions and adapt to change and unforeseen circumstances.

An overview of outcomes-based assessment

SAQA defines the role of assessment as "**measuring the achievement** of specified National Qualifications Framework Standards and Qualifications".

Assessment implies the *learner's ability to perform* a certain task against registered unit standards. The evidence will be **collected and judged by a registered assessor** as competent or not yet competent.



Outcomes-based assessment can be described as the process to collect and judge evidence against agreed standards to determine if the assessment criteria were met or not.

In principle the emphasis is on **continuous diagnostic assessment** on the learner's performance including feedback and support to enable the learner to achieve the required standard.

The assessment process should be regarded as **part of a learning process** and not as a means in itself.

With assessment in outcomes-based learning the **focus is on continuous developmental assessment instead of judgemental assessment.**

Assessment links learning with outcomes in growth, development and high performance.

Definition of Assessment

A structured process in which evidence of performance is gathered and evaluated against agreed criteria. The process involves identifying, gathering and interpreting information about individuals' achievements.

Different types of evidence are collected, using a variety of assessment methods. The evidence is then evaluated and recorded against the outcomes.

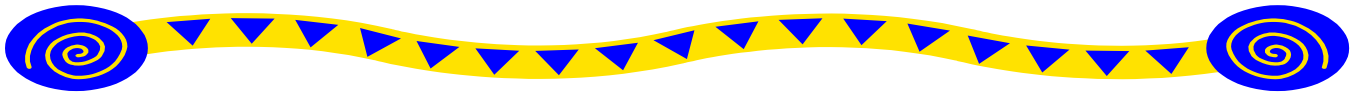
Judgements are made in order to make decisions on an individual's performance in relation to the unit standards. Decisions are used to develop and improve performance

The purpose of assessment

Assessment is relevant in all fields and is not limited to education, training and development.

There are a variety of reasons to assess, i.e.

- to select and recruit learners for a job,
- to monitor individual performance,
- to determine training needs,
- to assess skills and knowledge,
- to recognise prior learning,



- to assess training programmes,
- to assess the progress of learners on a training programme, and
- to assess a learner's competence.

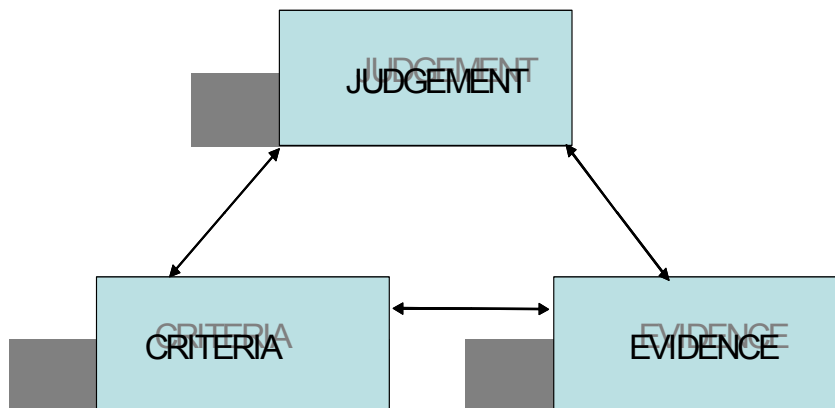
In outcomes-based education assessment is a **continuous process** assessing the candidate's/ learner's performance and competency against unit standards rather than an examination.

This approach focuses on the assessment of a **learner's ability to perform** a certain task against nationally registered criteria.

The learner should be able to **demonstrate skills and embedded knowledge** of those skills.

The learner will be assessed on national approved standards that will be implemented in the workplace as well as in training.

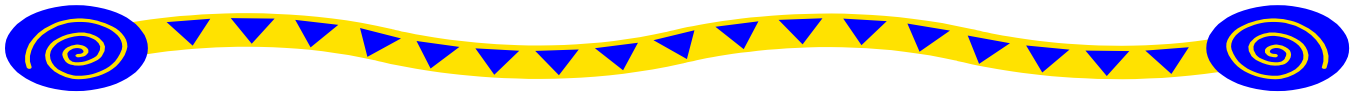
The assessment approach is **holistic and integrative**.



Assessment to obtain credits against unit standards will be conducted by registered assessors.

A **variety of assessment methods** will be used, and a learner will be assessed on evidence of competency in real life situations.

The unit standards, and expected outcomes will be mutually agreed upon before assessment – there are “no surprises” in competence-based assessment.



A learner will be judged either **competent or not yet competent**. The term "pass" or "fail" has no meaning in the new system. If a learner is judged not yet competent they are advised on future learning opportunities.

A learner may try many times to be declared competent. However organization policy may determine the number of attempts allowed if sponsored by the company.

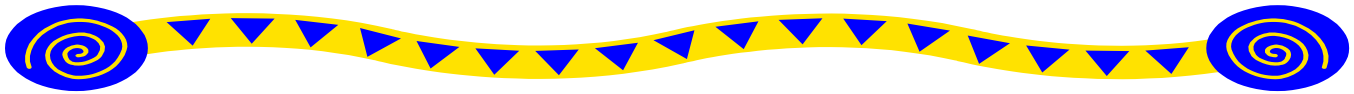
In outcomes-based assessment the emphasis is on the development of the potential of the learner.

Competency of a learner will be assessed **when the learner indicates readiness** and not according to preset timeframes.

Constructive feedback should be given to a learner. Opportunities to respond and discuss acquired information should be encouraged. The rationale is to develop learners to actualise their full potential and obtain credits for achievements.

The foundation of assessment

- ☞ Assessment is based on national unit standards.
- ☞ The purpose of assessment should always be made explicit.
- ☞ Specific outcomes are assessed.
- ☞ Assessment is an on-going part of the learning and development process.
- ☞ It must be accurate, objective, manageable and time-efficient.
- ☞ Assessment takes many forms, gathers information from several contexts and uses a variety of methods.
- ☞ The assessment practice needs to be relevant to the specific outcomes.
- ☞ Assessment must be valid, fair, authentic, consistent continuous, multi-dimensional, varied and balanced.
- ☞ Accredited providers should ensure that all assessment systems are free from any barriers.



It is important that appropriate assessment methods are selected.

Assessment methods have to be:

- suitable to the performance being assessed,
- fair and not inhibit or interfere with performance,
- integrated with work or learning,
- manageable in terms of available resources,
- cost-effective, and
- sufficient and efficient.

Assessment methods have to be practical and flexible. In the past, assessment was very boring and educators and trainers always used the same method of assessment.

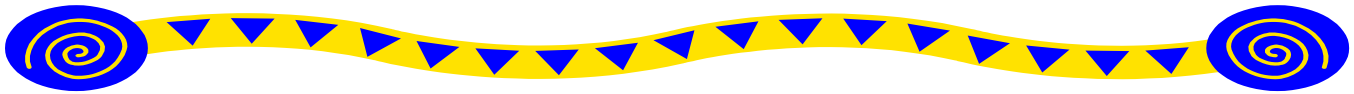
The value of qualification and unit standards

The primary uses of unit standards leading to qualifications are the following:

- a guide for learners to build up credits towards a qualification
- a guide for the preparation of learning material
- descriptions of end points of learning
- descriptions of what must be assessed, in what context and the standard of required performance
- create opportunity for career development
- ensuring a more effective and skilled workforce
- a means of recognising achievements – records of learning and/or competence and portfolios will indicate what qualifications and unit standards have been achieved by learners.

Holistic and integrated assessment to ensure cost-effectiveness

In order to conduct assessments effectively, un-fragmented, efficient and in a cost-effective way in line with the competencies necessary to perform in the workplace, an integrated approach in assessment is important.



This implies that a number of outcomes, standards and assessment criteria can be assessed in one assessment activity.

A ***variety of evidence*** can be generated using a ***variety of methods*** and techniques.

In practice it is impossible and unpractical to assess individual outcomes and standards – therefore an integrated approach in outcomes-based assessment is important.

The advantages of integrated assessment are as follows:

- a) The learner can carry out worthwhile activities to generate evidence for assessment, rather than carry out artificially fragmented tasks, which may seem trivial.
- b) It provides opportunities to carry out assessment in the workplace and to make the best use of naturally occurring evidence.
- c) It avoids duplication of assessment activities common to different specific outcomes. This can reduce learners' frustration at being asked to carry out two or more similar activities to provide evidence for different specific outcomes, and minimises the time spent collecting and judging evidence.
- d) The assessor can feel more confident when making his/her assessment decisions, as learners carrying out integrated activities have to transfer their skills and knowledge across different contexts.

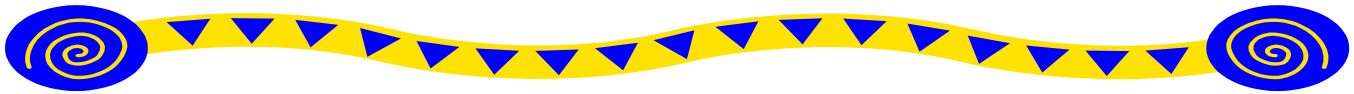
Assessment approach

The following types of assessment are applicable in outcomes-based assessment:

- **Diagnostic assessment:** a *needs analysis* is to be done regarding the learning needs of learners/learners to enable the facilitator/trainer/manager to address the actual needs of learners on the appropriate level.

The focus is on ***the "entry point" of learning.***

- **Formative assessment:** The focus is to provide feedback about the learners'/learners' performance, competence and progress against the



competency standards. The emphasis is on ***progress towards achieving competence*** and is carried out through the duration of learning.

This information is used to assist, plan and support the learner's/learner's learning and career path.

Formative assessment refers to assessment that takes place during the process of learning and teaching, and has the following characteristics:

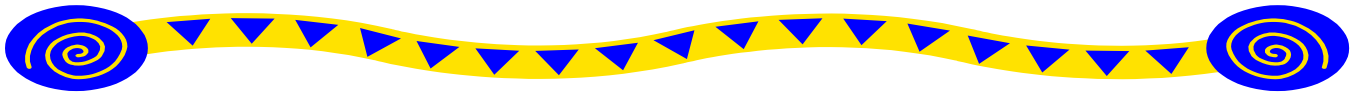
- Designed to support the teaching and learning process.
 - Assists in planning future learning.
 - Diagnoses the learner's strengths and weaknesses.
 - Provides feedback to the learner on his/her progress.
 - Helps to make decisions on the readiness of learners to do a summative assessment.
 - Is developmental in nature.
 - Credits/certificates are not awarded.
- **Summative assessment:** The focus is at the "end point" to determine if the learner/learner has ***achieved the learning outcome*** and is competent in order to obtain formal recognition, namely ***certification***.

This information is used to finalise competence and certification

Summative assessment is assessment for making a judgement about achievement.

This is carried out when a learner is ready to be assessed at the end of a programme of learning, and takes place as follows:

- At the end of a learning programme (qualification, unit standard, or part qualification).
- To determine whether the learner is competent or not yet competent.
- In knowledge and inputs-based systems, this usually occurs after a specified period of study, e.g. one year.
- In OBET, learner-readiness determines when assessments will take place.
- Is carried out when the assessor and the learner agree that the learner is ready for assessment.

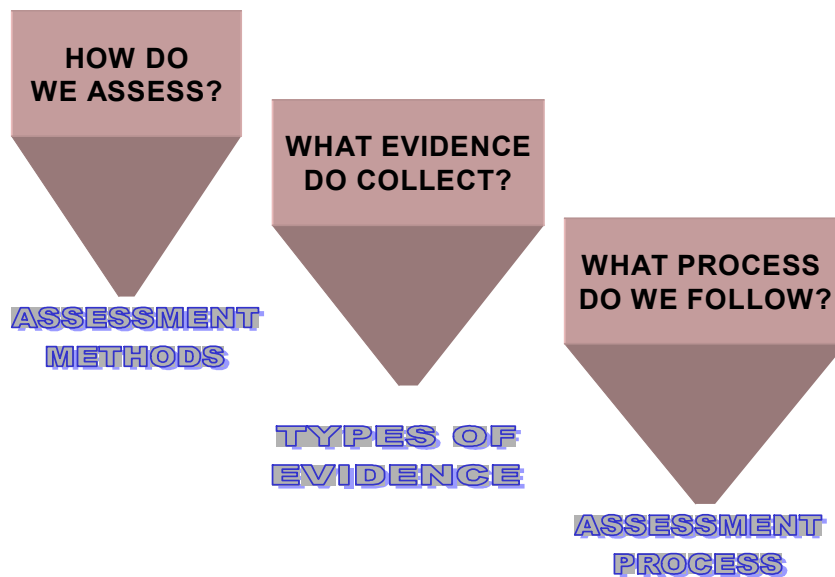


- **Recognition for prior learning:** The focus is to determine if a learner/learner *achieved competency* according to unit standards, which have not yet been formally recognized.

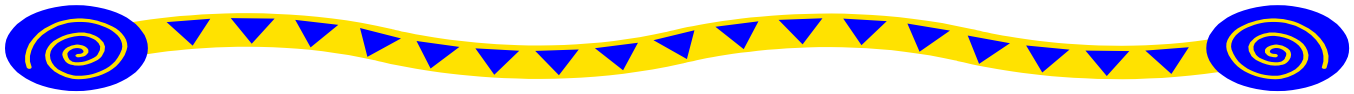
Reference: Taken van SAQA Document NQF Assessment

Assessment principles

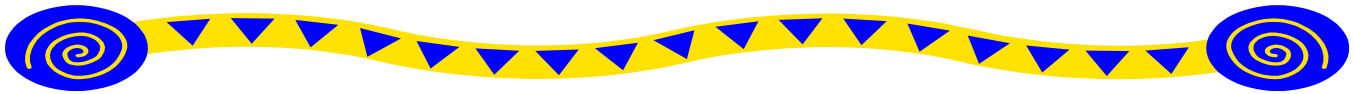
The following principles of assessment are the core of effective assessments, and assessors need to understand and apply them during assessments.



PRINCIPLES RELATED TO ASSESSMENT METHODS	
Appropriateness	The method of assessment is appropriate and suited to the performance being assessed. Sources of evidence are fit for purpose.
Fairness	The method of assessment does not present any barriers to achievements, which are not related to evidence. This implies that the method will not discriminate, inhibit or interfere with performance.



PRINCIPLES RELATED TO ASSESSMENT METHODS	
Manageability	The methods used make provision for easy arranged, cost-effective assessments that do not unduly interfere with learning. The available resources and the manageability thereof have been considered. The methods to be used should be straightforward and assessable.
Integration into the work and/or learning	The collection of evidence is integrated into the work and/or learning where this is appropriate and feasible. Evidence collected in this way is often most valid, direct and integrated with work, training or learning.
PRINCIPLES RELATED TO EVIDENCE	
Validity	Assessment focuses on the requirements as laid down in the standards- assessment is fit for purpose.
Current	The assessment activities mirror the conditions of actual performance as closely as possible. Evidence collected demonstrates that the learner is currently competent to do the job.
Authenticity	The assessor is satisfied that the work being assessed is attributable to the person being assessed. The evidence reflects the learner's own work.
Sufficient	The evidence collected establishes that all the criteria have been met and that performance to the required standard can be repeated consistently. Sufficient qualitative evidence of competence is collected for the assessor to make fair judgments.



PRINCIPLES RELATED TO ASSESSMENT METHODS	
PRINCIPLES RELATED TO THE ASSESSMENT PROCESS	
Systematic	Planning is the key to manageable quality assessment. Planning, processes defined and recording must be sufficient to ensure assessment is fair. (Systematic with planning and recording of all assessments)
Open	Learners can contribute to the planning and accumulation of evidence. They also understand the assessment process and criteria that apply. There should be "no surprises".
Consistent	The same assessor would make the same judgment again under similar circumstances. The judgment made is similar to the judgment that would have been made by another assessor

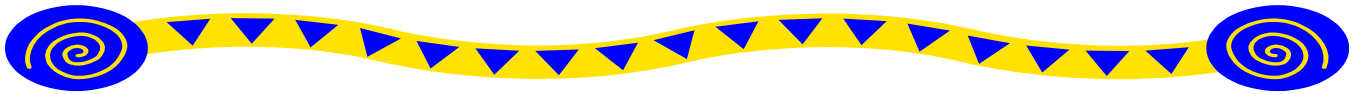
The value of evidence

For an assessment to be valid, evidence/performance of the learner is collected from the **workplace**/other sources, in relation to the assessment criteria as specified in the unit standard.

This evidence will relate to the **assessment criteria for the specific outcome** including evidence of embedded knowledge covering all assessment criteria.

The gathering of evidence will depend on ***what is being assessed***, e.g. critical outcomes, understanding, knowledge, technical performance and individual performance.

Natural occurring sources of evidence are ideal during the assessment process. Due to the fact that this is not always possible in practice, the collection of evidence can be gathered in a number of ways.



Different types of evidence

Evidence can be classified into three main categories that will be briefly described.

- **Direct evidence:** evidence produced **by the learner** and direct observation of performance while executing the task. This is the most reliable type of evidence due to the fact that the assessor observes the learner while performing the task/agreed outputs.

Ways in which direct evidence can be collected includes:

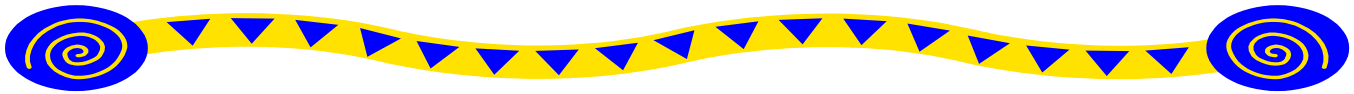
- observation in the workplace
- direct questioning
- video or audio taped performance
- test of knowledge and skill
- documentary evidence
- work related projects

- **Indirect evidence:** evidence produced **about the learner**, either from another source or by the learner him/herself. Indirect evidence refers to alternative evidence of performance to demonstrate that the learner is capable of performing the task as required by the unit standard.

Ways in which indirect evidence can be collected includes:

- performance appraisals
- current testimonials/affidavits
- portfolio of completed projects
- description of work processes and procedures
- training records
- written tests and examinations
- verification of completed work.

- **Supplementary evidence:** refers to past achievements of what the learner is capable of doing. This form of evidence is least reliable regarding current competence of performance.



Supplementary evidence may reduce the number of evidence required in certain situations.

However, supplementary evidence may be required to confirm underpinning knowledge and skills obtained via third parties.

Ways in which supplementary evidence can be collected include:

- products from work previously done
- work history
- certificates of qualifications
- written testimonials
- copy of past reports/articles/presentations

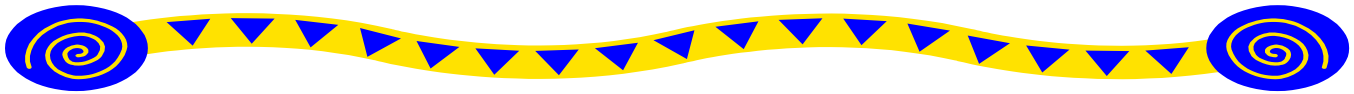
Methods of assessment

The chosen ***assessment methods must be fit for the purpose of assessment.***

During the identification of assessment methods to meet the criteria of specific unit standard different activities and methods will be required.

Assessment method refers to the activity that an assessor engages in, as he or she assesses a learner and the learner's work. Normally the activities include:

- observation – this means observing the learners while they are carrying out the activities, whether real or simulated, defined in an outcome or outcome statement,
- evaluation of product – means looking at something the learner has made or done after the activity has been completed,
- questioning – means asking the learner questions either orally or in writing and which can be answered orally or in writing. The questions could relate to the activities described in the outcome to check if the learner understands why the activities were carried out, or they could test the learner's ability to work within contexts given in the range statements or in the contingencies suggested by the assessment criteria. Questioning is also an important means of establishing evidence of a learner's underpinning knowledge and understanding,



Selecting the appropriate method

The method of assessment will depend on:

- The competencies assessed.
- The circumstances of assessment.

A competency-based system aims at integrating knowledge, skills and application. All assessment activities should be developed in such a way that they ensure that the learner understands

WHY, HOW and HOW WELL.

When dealing with **knowledge** and the processing of knowledge, the learner works through a variety of mental processes such as:

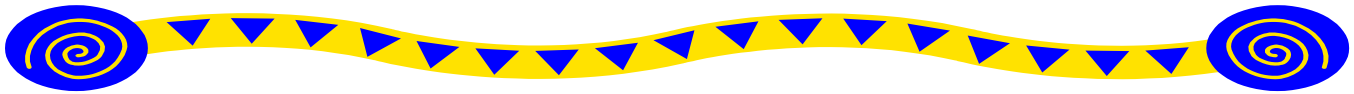
Recalling	Memorising or identifying facts.
Comprehending	Understanding the meaning or intention of information.
Applying	Using knowledge to deal with new situations and problems.
Analysing	Observing the underlying ideas that make up a body of information.
Synthesising	Putting information together in new ways.
Evaluating	Making a judgement about something based on evidence, criteria or standards.

Assessment instruments

Assessment instruments are designed and used according to the nature of the assessment task or activity given to the learner to do.

The table below lists different assessment instruments.

Instrument	Process	Product Evaluation	Knowledge
Alternative response questions			<input type="checkbox"/>
Reasoning questions			<input type="checkbox"/>
Assignments		<input type="checkbox"/>	<input type="checkbox"/>
Oral tests			<input type="checkbox"/>



Instrument	Process	Product Evaluation	Knowledge
Case studies		<input type="checkbox"/>	<input type="checkbox"/>
Completion questions			<input type="checkbox"/>
Examinations		<input type="checkbox"/>	<input type="checkbox"/>
Grid questions			<input type="checkbox"/>
Logbooks		<input type="checkbox"/>	<input type="checkbox"/>
Matching questions			<input type="checkbox"/>
Multiple response questions			<input type="checkbox"/>
Personal interview			<input type="checkbox"/>
Practical demonstrations	<input type="checkbox"/>		
Projects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Questionnaires		<input type="checkbox"/>	<input type="checkbox"/>
Role plays	<input type="checkbox"/>		<input type="checkbox"/>
Simulations	<input type="checkbox"/>		<input type="checkbox"/>

(Taken from SAQA – Guidelines for Assessment)

The next section investigates the benefits and disadvantages of various assessment instruments.

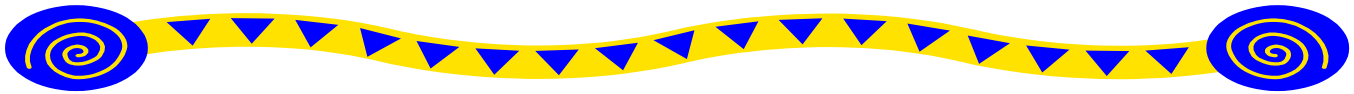
This will assist assessors in selecting the appropriate assessment instruments.

When designing methods to assess learners on a unit standard the following principles should be adhered to:

List of assessment methods

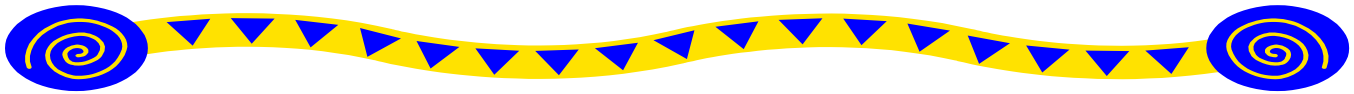
A variety of assessment methods can be used for gathering evidence in order to judge the competency of a learner according to a unit standard.

Assessments can be conducted via observation of the learner, verbal interaction with the learner or in written format.

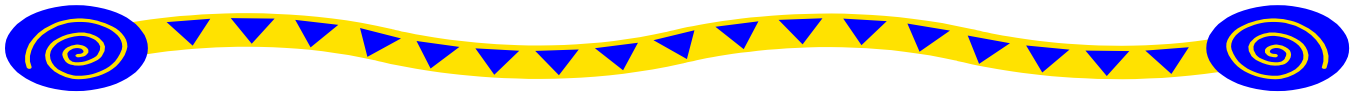


FEATURES	BENEFITS	DISADVANTAGES
Practical demonstration of performance		
<p>Demonstrations normally take place in real-life or work situations. The steps and procedures of a specific task that requires a specific standard are demonstrated.</p> <p>Examples:</p> <ul style="list-style-type: none"> • Demonstrate the use of specific tools. • Demonstrate a set of procedures or steps: e.g. the recruitment procedure. 	<ul style="list-style-type: none"> • It provides authentic and valid evidence because it is conducted in a real-life situation. • It forms part of a routine in a workplace. • It provides an opportunity for continuous assessment of performance. • It makes training and assessment more meaningful to the learner. 	<ul style="list-style-type: none"> • Supplementary sources of evidence may be required to assess a variety of performances. • It could be very time-consuming
Simulation of Performance		
<p>Performance is demonstrated and assessed in situations that simulate real conditions as closely as possible.</p> <p>Examples:</p> <p>Create conditions typical of those which learners would face, e.g. interacting with a supervisor using a pre-checklist or writing a report</p>	<ul style="list-style-type: none"> • It is as close as possible to the actual conditions. • It is very useful for generating evidence where direct observation is impractical. 	<ul style="list-style-type: none"> • It is artificial, and cannot fully reflect actual conditions or pressures. • Learners may react differently in a real setting. • It requires a lot of time to organise and co-ordinate effectively.

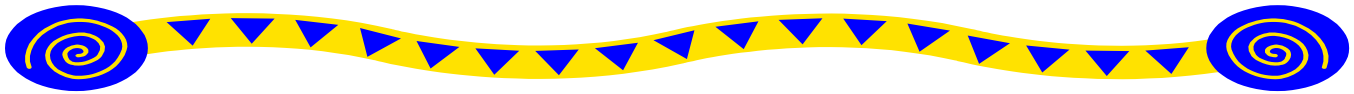
FEATURES	BENEFITS	DISADVANTAGES
Observation of Performance		
<p>Specific performances are observed on the job or in simulated situations.</p> <p>Examples:</p> <ul style="list-style-type: none"> • Driving a winch. • Instructing learners. 	<ul style="list-style-type: none"> • Individuals become accustomed to on-going assessment. • Provides high quality of evidence. • Continuous assessment. • Evidence is produced, regardless of whether or not it is used for assessment. 	<ul style="list-style-type: none"> • Opportunities to demonstrate competence across the full range of activities may be limited.



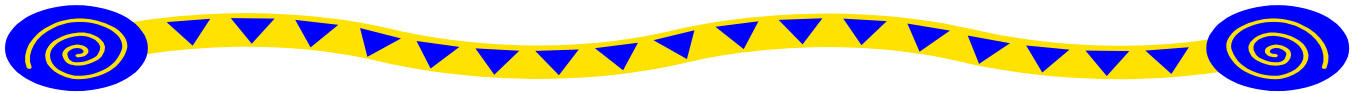
FEATURES	BENEFITS	DISADVANTAGES
Case Studies		
<p>Detailed description of a set of conditions to which the learner responds orally or in writing, usually to solve a problem inherent in the scenario or to outline a strategy for action.</p> <p>Examples:</p> <ul style="list-style-type: none"> • Description of a problem in a work team for possible solutions. • An activity involving information gap exercises or problem solving, generally involving a variety of skills in an integrated fashion. 	<ul style="list-style-type: none"> • Provide evidence of procedural knowledge and problem-solving skills. • A useful rehearsal prior to actual performance. • Useful when access to real situations is impractical or impossible. 	<ul style="list-style-type: none"> • Not real, therefore, learners may react differently in actual circumstances. • Learner's response is passive, in contrast to role-plays.
Assignments and Essays		
<p>A structured written response to a proposal or question usually within a work and/or time limit.</p> <p>Examples:</p> <ul style="list-style-type: none"> • Written document. 	<ul style="list-style-type: none"> • An appropriate method to assess competence in abstract thinking and analysis. 	<ul style="list-style-type: none"> • Criteria for assessment are often vague or unspecified and this can lead to subjective judgement.



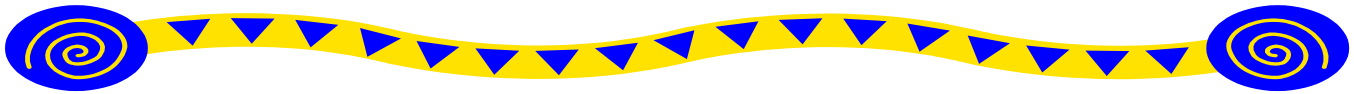
FEATURES	BENEFITS	DISADVANTAGES
Projects and Portfolio of Evidence		
<p>A discrete task or set of tasks incorporating a range of competencies that involves both on and off-job activities. These may involve research and the collection, analysis, synthesis and application of data.</p> <p>Examples:</p> <ul style="list-style-type: none"> • Oral or written report. • Portfolio of evidence. • Assignment. • Presentation. 	<ul style="list-style-type: none"> • Provides evidence of a range of competencies, including both practical and theoretical skills. • Allows for extended and thorough research and investigation. • Can be used to assess group or individual performance. • Allows learner considerable autonomy in the preparation of the evidence. 	<ul style="list-style-type: none"> • May demand high-level research, organisation and communication skills. • Authenticity may be difficult to establish.
Reports		
<p>A discrete task or set of tasks incorporating a range of competencies that involve both on and off job activities. May involve research on the collection, analysis, synthesis and application of information.</p> <p>Examples:</p> <ul style="list-style-type: none"> • Oral or written report. • Portfolio of evidence. • Assignment. • Presentation. 	<ul style="list-style-type: none"> • Provides evidence of a range of competencies, including both practical and theoretical skills. • Allows for extended and thorough research and investigation. • Can be used to assess group or individual performance • Allows learner considerable autonomy in the preparation of the evidence. 	<ul style="list-style-type: none"> • May demand high-level research, organisation and communication skills. • Authenticity may be difficult to establish.
Portfolio		
<p>A collection of evidence can be presented. It could be evidence of personal performance, skill or life experience.</p> <p>Examples: Written document.</p>	<ul style="list-style-type: none"> • Can provide evidence of a wide range of competencies. • Can cover a significant period of time. • Particularly suitable for documenting creative or voluntary activities. • Can incorporate a wide range of various types of evidence. 	<ul style="list-style-type: none"> • Authenticity may be difficult to establish. • Style of presentation may influence assessor's decision.



FEATURES	BENEFITS	DISADVANTAGES
Interview		
<p>A structured interview between the learner and an individual or panel to establish competence against specified criteria or to measure transferability of performance.</p> <p>Examples:</p> <ul style="list-style-type: none"> • Job selection interview. • Recognition of prior learning (RPL) interview. • Supplementary interview after performance. • Group discussion to check interactive competence. 	<ul style="list-style-type: none"> • Provides immediate information about performance or knowledge. • Valuable tool for collecting evidence. • Useful for collecting evidence of fundamental knowledge and understanding relating to a performance. • Does not rely on written skills. • Well-structured questions can elicit good responses. • Complements portfolio and other approaches. • Can be conducted both on and off the job. 	<ul style="list-style-type: none"> • Evidence presented is only as good as the questions allow. • Least likely to reflect or represent real working conditions. • May not address real workplace circumstances. • Favours those with good oral communication skills. • Provides supplementary evidence only.
Oral Presentations		
<p>Structured oral explanation or response to a given topic, often within a time limit and incorporating audio-visual aspects, such as overhead transparencies, slides, computer graphics, video segments.</p> <p>Examples:</p> <ul style="list-style-type: none"> • Monthly report. • Presentation to management. • Instructional explanation. 	<ul style="list-style-type: none"> • The topic can either be simulated or real. • The presentation can be recorded on video. • Allows learner some autonomy in selection and preparation. 	<ul style="list-style-type: none"> • Favour those with good oral communication skills. • May need a supplementary source of evidence of performance unless assessing oral skills only.



FEATURES	BENEFITS	DISADVANTAGES
Tests		
<p>A selection of questions, usually in printed form, requiring a written response. Usually undertaken by individuals, often in controlled conditions.</p> <p>Examples:</p> <p>There are several generic varieties of tests:</p> <ul style="list-style-type: none"> • Short answer- requires answers in a form of short sentences, e.g. definitions, explanations of concepts, etc. • Multiple choice: select correct answer from options • True/false choice of two alternatives 	<ul style="list-style-type: none"> • Useful in providing evidence of factual knowledge or comprehension or recall skills. • Cost and time effective. • Standardises the assessment process. • Well-designed tests are accurate. 	<ul style="list-style-type: none"> • Limited usefulness in providing evidence of higher-level skills such as evaluation synthesis, analysis. • There is room for error.
Formal Exams		
<p>A set of oral or written questions about an area of learning or performance, often set by an external assessor, requiring extended written answers or oral explanations.</p> <p>Usually undertaken in standardised conditions with a time limit for completion, and learner has no previous knowledge of questions.</p> <p>Examples:</p> <p>There are several generic varieties of tests:</p> <ul style="list-style-type: none"> • Short questions or essay-type questions. • Open-book exams. • Entrance examinations for occupations or professional organisations. • Recognition of prior learning. • End of course or academic course. 	<ul style="list-style-type: none"> • Results can be standardised across large groups. • Useful for providing evidence of knowledge. • A method that matches learner's expectations of traditional assessment. • Can be well structured to elicit key areas of knowledge and understanding. 	<ul style="list-style-type: none"> • Emphasises examination skills over evidence or competencies. • Discriminates in favour of learners with effective writing and communication skills. • Provides evidence of theoretical understanding, rather than actual performance. • Does not test application of knowledge in either actual or simulated conditions. • Some learners do not cope well with the pressure of examinations.



Assessment documents

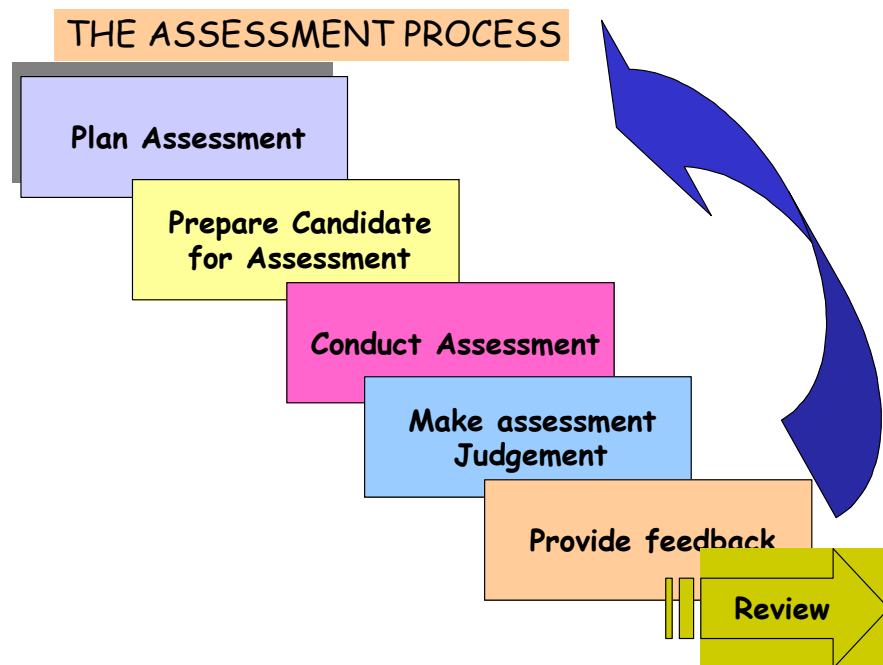
As an assessment designer you will be responsible for putting all assessment documents together to ensure that assessment practices are consistent.

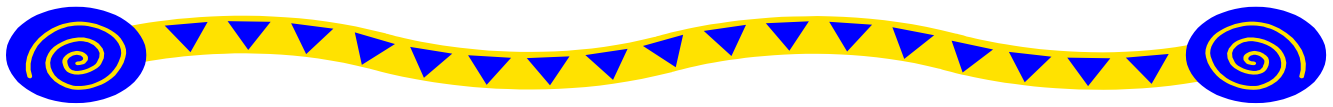
The purpose of assessment documents is to collect and record valid, authentic, sufficient and consistent evidence.

Assessment documents ensure standardisation and the maintenance of the quality of assessment.

All documents should be designed to ensure that assessor is able to implement the assessment process.

The ***assessment process*** is very structured and simple to follow as the diagramme below illustrates:





The purpose of assessment documents

The purpose of assessment documents is to collect and record valid, authentic, sufficient and consistent evidence.

Assessment documents ensure standardisation and the maintenance of the quality of assessment.

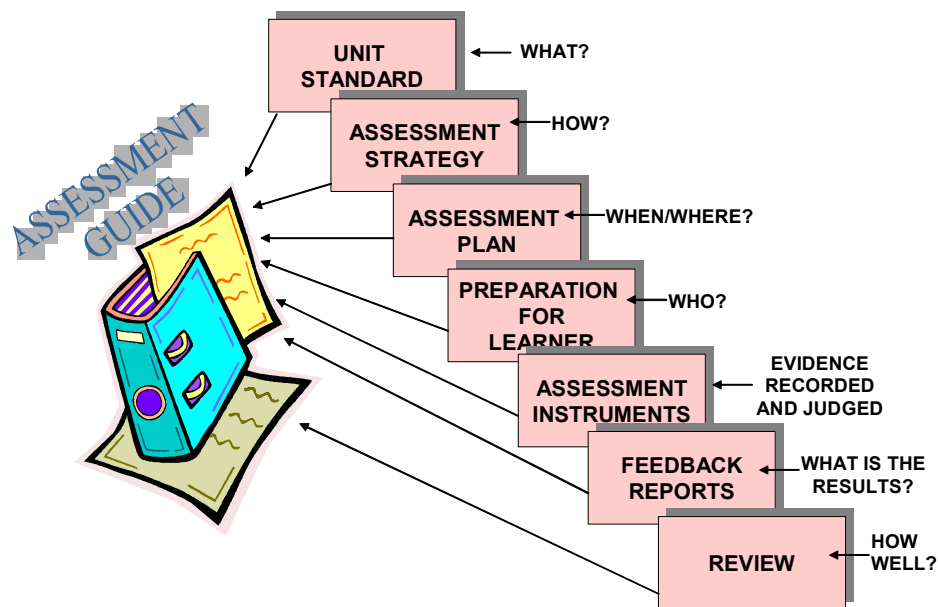
An assessor should never do any assessment without prepared assessment documents.

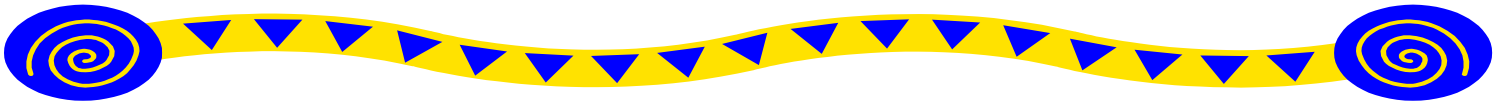
It is therefore imperative that assessment documents are constantly reviewed and evaluated against national unit standards and the criteria provided by the quality assurance bodies.

To ensure that the assessment process is consistent it is advisable to compile all assessment activities into an **Assessment Guide**

What is an assessment guide?

An assessment guide is a combination of documents put together to assist the assessor to implement fair, valid and consistent assessment practices. The typical documents that you will find in an assessment guide are illustrated below.

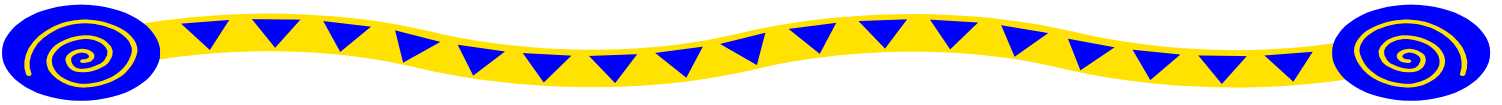




Unit standard for design and develop assessment – ASSMT 04

This unit standard acts as a clear guideline as to what are the requirements for assessments and what will be expected *by your ETQA*.

TITLE: DESIGN AND DEVELOP ASSESSMENTS	
SAQA LOGO	
UNIT STANDARD LEVEL	6
CREDITS	10
FIELD	Education, Training and Development
SUB-FIELD	All ETD sub-fields
ISSUE DATE	
REVIEW DATE	This standard should be reviewed within three years of issue.
<u>PURPOSE</u>	
<p>This unit standard is for people who are required to <i>design and develop assessment instruments and guides</i> based on given source documents, including unit standards.</p> <p>This unit standard will contribute towards the achievement of a variety of Education, Training and Development and Practices and Human Resource Development related to qualifications.</p> <p>A learner-assessor who has achieved this unit standard will be able to design assessments against standards and qualifications registered on the NQF, to facilitate assessments that are credible, fair, free of all bias and discrimination, valid, reliable and practicable.</p> <p>In particular, people credited with this unit standard are able to:</p>	
SO1	Conduct an analysis of source documents and assessment contexts to establish the evidence requirements and possible resources,
SO2	Design an assessment strategy,



SO3 Design assessment activities to collect evidence of competence, and

SO4 Develop assessment guides.

SO 5 Evaluate assessment designs and guides

LEARNING ASSUMED TO BE IN PLACE

The credit calculation is based on the assumption that learners have no previous assessment experience when starting to learn towards this unit standard. It is further assumed that the learner is able to analyse and interpret unit standards and qualifications. Although it is not a requirement, it is recommended that those intending to achieve the unit standard "Design assessment instruments and guides", should do so before attempting this unit standard.

RANGE STATEMENT

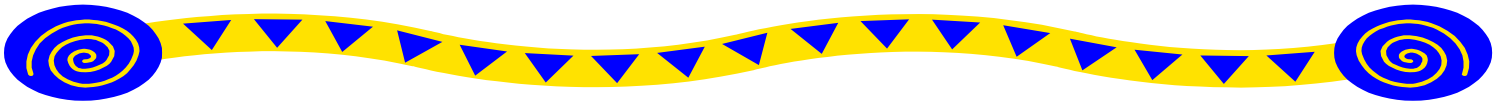
This is a generic assessment unit standard, and learners can be assessed within any field of learning in line with their subject matter expertise. For the purposes of assessment of this unit standard, learners should have access to pre-designed assessment instruments. Further range statements are provided in the body of the unit standard where they apply to particular specific outcomes or assessment criteria.

Review



Steps to Assessment Design

- SO1** → **Conduct an analysis**
- SO2** → **Design an assessment strategy**
- SO3** → **Design assessment activities**
- SO4** → **Develop assessment guides.**
- SO 5** → **Evaluate assessment designs and guides**



The analysis of source documents

The analysis of source documents is a ***fundamental step*** in the process of designing assessments of learning outcomes.

The outcome of the analysis of source documents **forms the basis of the assessment design and assessment guide.**

Analysis, interpretation of the unit standard is very important at this stage of the process.

Specific Outcome 1 and assessment criteria are projected below.

SPECIFIC OUTCOME 1: Conduct an analysis of source documents and assessment contexts to establish the evidence requirements and possible sources.

Range: source documents must include the unit standards and qualifications, but could include any other document which prescribes what must be assessed and the criteria based on which judgments are to be made.

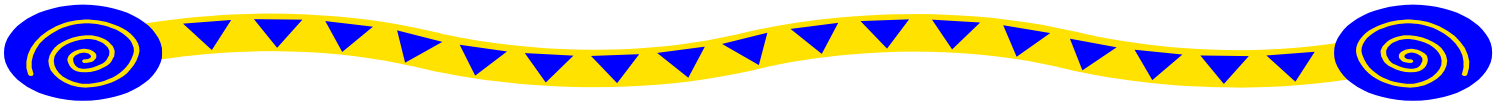
Assessment criteria

- 1.1 The analysis of source documentation accurately identifies all the evidence requirements specified in the outcome statements, added the criteria against which the evidence should be judged.
- 1.2 Potential sources and types of evidence are identified in relation to the assessment criteria and a typical assessment learner's circumstances.

Range: types of evidence include direct, indirect or supplementary evidence of:

- quality of processes followed by learners
- quality of products produced by learners
- knowledge and understanding

- 1.3 The analysis identifies any factors that could influence the reliability, fairness and validity of assessment and/or impair assessment judgments, as well as any further assessment factors relevant to the learner's and NSB or SGB requirements.
-
-



The process to conduct an analysis

It is important to familiarise yourself with the unit standard that you are going to use.

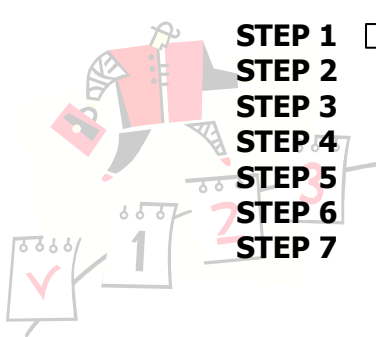
Let's look at the complete process:

Analysis of Unit Standard

- Phase 1 Analyse the unit standard
FORM 1
- Phase 2 Breakdown the assessment criteria
FORM 2
- Phase 3 Develop an assessment specification
FORM 3

PHASE 1

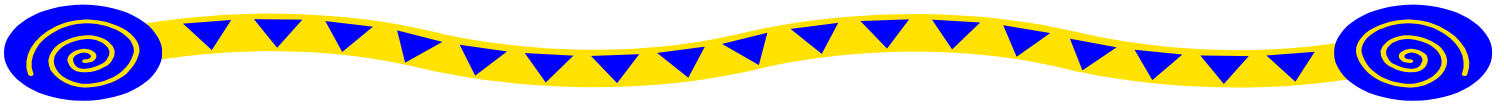
This phase exists of 7 steps:



STEP 1
STEP 2
STEP 3
STEP 4
STEP 5
STEP 6
STEP 7

Analyse the unit standard
Analyse the Specific Outcome and Assessment Criteria
Analyse the evidence required
Analyse the context where evidence will be collected
Identify the most suitable assessment methods
Identify possible factors affecting assessment and special needs
Analyse the types and variety of evidence

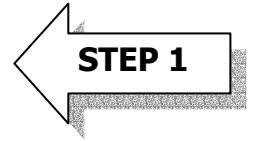
We are now going to break each step down and describe exactly what you need to do in each step.



ACTIVITY	PROCEDURE
----------	-----------

Analyse the unit standard

- ⇒ Confirm that it is a registered unit standard
- ⇒ Confirm that the purpose of the unit standard relates to the purpose of assessment in the workplace
- ⇒ Make sure that the level suits the learners identified for assessment
- ⇒ Ensure that the learning assumed fits the profile of the learners
- ⇒ Make sure you are working with the latest version of the unit standard
- ⇒ List any concerns



The diagramme below provides you with the birds-eye view of the complete analysis process:

		1	2	3	4	5	6	7
SO	AC	Knowledge	Skills	Evidence required	Where? (Context)	How? (Method and Approach)	Special Needs	Types of Evidence (Direct/Indirect Supplementary)
		What should the learner know?	What should the learner be able to do?	What evidence is required to prove that the learner has the knowledge and the skills?	Where will you be able to collect evidence naturally?	What assessment method will be suitable?	Are there any special needs to consider during the assessment?	What type of evidence will be collected?

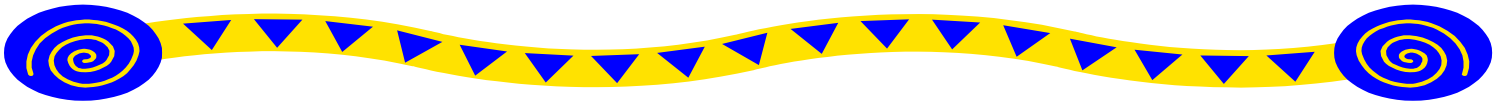
We are now going to look at what you are required to do during each step of the analysis process

ACTIVITY	PROCEDURE
----------	-----------

1 2 Analyse the Specific Outcome and Assessment Criteria

- ⇒ List each outcomes and assessment criteria
- ⇒ Circle verbs to give you an indication whether it's a skills or a knowledge component





⇒ List the evidence by categorising it into :

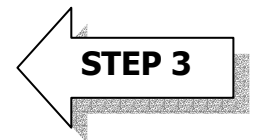
- ② Knowledge –(what learners should know)
- ③ Skills (what learners should be able to do)

Knowledge		Skills			
Recall	Understand	Note	Observe	Take	Turn
Know	Define	Bend	Move	Trace	Start
Re-produce	Identify	Operate	Apply	Demonstrate	
Select	Discuss	Follow	Copy	Use	
Interpret		Analyse	Examine	Construct	
		Design			

ACTIVITY	PROCEDURE
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③ Analyse the evidence required

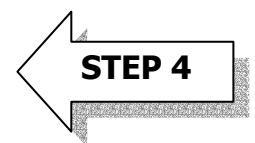
- ⇒ Consider the sources of evidence, e.g. product knowledge, skills, problem-solving and process
- ⇒ You ask yourself the question: What evidence do I require to see that the learner is competent against this outcome?
- ⇒ Determine available sources of evidence

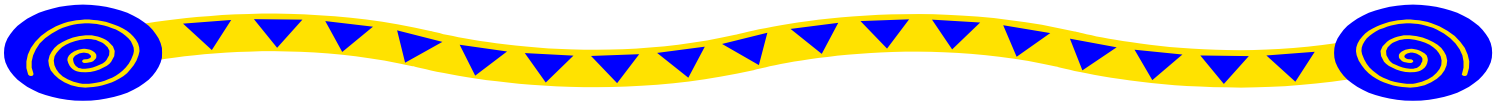


ACTIVITY	PROCEDURE
----------	-----------

④ Analyse the context where evidence will be collected

- ⇒ Identify and analyse the context in which assessment is required
- ⇒ Determine factors that could affect the reliability, validity or assessment judgment
- ⇒ Keep the purpose of assessment in mind as well as the effect thereof on the evidence generated
- ⇒ Determine where evidence will be collected
- ⇒ Determine whether the evidence will be gathered in the workplace in a natural environment



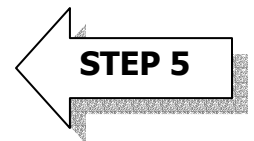


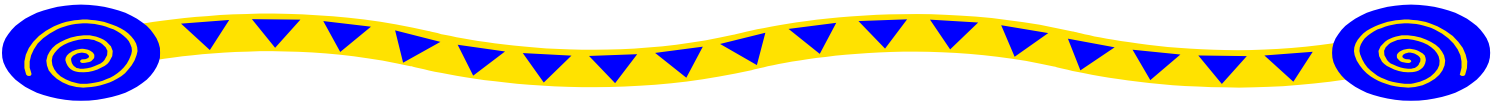
- ⇒ Determine whether there are any special requirements to consider such as safety and health issue
- ⇒ Determine any quality requirements
- ⇒ Analyse Costs
- ⇒ Determine resource requirements and availability
- ⇒ Identify any special arrangements to accommodate learners with disabilities; literacy and language needs; safety measures; not interrupting production; stakeholders are aware of assessment arrangements

ACTIVITY	PROCEDURE
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5 Identify the most suitable assessment methods to gather evidence

- ⇒ Look at the knowledge and skills requirements, identify the most suitable **assessment method** to collect evidence for each category *(See list of assessment methods in module 3)*
- ⇒ Remember to consider the principles of assessment
- ⇒ Combine the collection of evidence
- ⇒ Make sure that the evidence will be sufficient, valid, current and authentic *(Recap principles of evidence in module 3)*
- ⇒ Choose a method that will reflect natural performance rather than simulations
- ⇒ Decide when you will be collecting the evidence
 - * During training - formative assessment
 - * As final performance – summative assessment
 - * How you could possibly integrate assessments



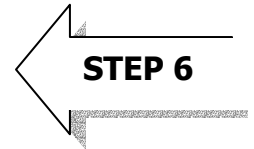


⇒ Check that the assessment methods supports the purpose of assessment

ACTIVITY	PROCEDURE
----------	-----------

6 Identify possible factors affecting assessment and any special needs

- ⇒ Identify and analyse the context in which assessment is required
- ⇒ Determine factors that could affect the reliability, validity or assessment judgment
- ⇒ Keep the purpose of assessment in mind as well as the effect thereof on the evidence generated



ACTIVITY	PROCEDURE
----------	-----------

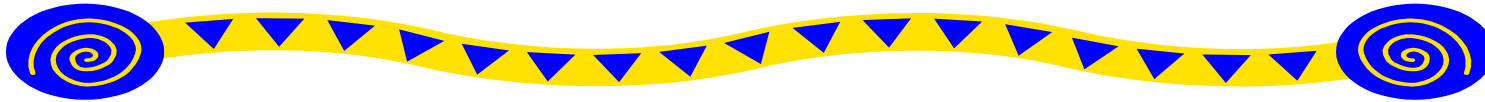
7 Analyse the types and variety of evidence

- ⇒ Divide it into types of evidence required – this act as a guide to determine where to find the evidence
 - Direct evidence (produced by the learner)
 - Indirect evidence (about the learner)
 - Supplementary evidence (learner could do)



SO	AC	1 Knowledge	2 Skills	3 Evidence required	4 Where? (Context)	5 How? (Method and Approach)	6 Special Needs	7 Types of Evidence (Direct/Indirect Supplementary)
		What should the learner know?	What should the learner be able to do?	What evidence is required to prove that the learner has the knowledge and the skills?	Where will you be able to collect evidence naturally?	What assessment method will be suitable?	Are there any special needs to consider during the assessment?	What type of evidence will be collected?

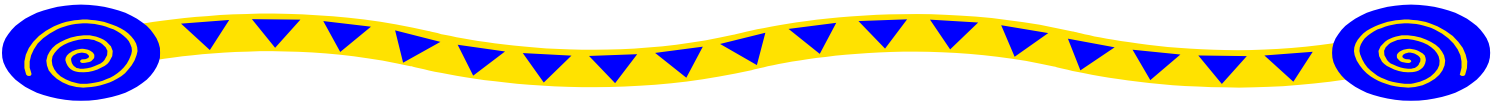




FORM 1

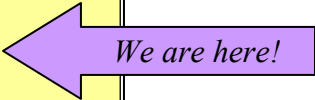
You can use this form to record your analysis.

S O	A C	①KNOW (knowledge)	②DO (skills)	③EVIDENCE REQUIRED	④WHERE (venue)	⑤HOW GATHER? (method)	⑥SPECIAL NEEDS (disability/context, safety)	⑦TYPES OF EVIDENCE
1	1.1		▪	▪	▪	▪	▪	Direct Evidence <input type="checkbox"/> Indirect Evidence <input type="checkbox"/> Supplementary Evidence <input type="checkbox"/>
1	1.2		▪	▪	▪	▪	▪	Direct Evidence <input type="checkbox"/> Indirect Evidence <input type="checkbox"/> Supplementary Evidence <input type="checkbox"/>
1	1.3		▪	▪	▪	▪	▪	Direct Evidence <input type="checkbox"/> Indirect Evidence <input type="checkbox"/> Supplementary Evidence <input type="checkbox"/>
1	1.4		▪	▪	▪	▪	▪	Direct Evidence <input type="checkbox"/> Indirect Evidence <input type="checkbox"/> Supplementary Evidence <input type="checkbox"/>



Analysis of Unit Standard

- Phase 1 Analyse the unit standard
FORM 1
- Phase 2 Breakdown the assessment criteria
FORM 2
- Phase 3 Develop an assessment specification
FORM 3



PHASE 2: BREAKDOWN THE ASSESSMENT CRITERIA

This part of the analysis process helps you to break the unit standard into smaller bits, and is an important step to ensure that assessment instruments are reliable and meet the other criteria.

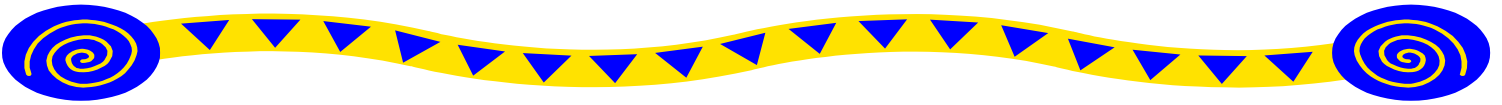
You can use the following form to help you with the process.

FORM 2

Breakdown of Assessment Criteria			
Unit Standard Title:			
SO	① Assessment Criteria/ Range statement	② Question Format	③ Evidence required
④ Critical Cross fields			
Number	Cross-field description	Question Format	Evidence required

During any analysis process it is always imperative to organise yourself properly. Assessment design never stops after the first design, as we regularly review our assessments, these documents will change all the time. Therefore never forget to list your outcomes or to date your analysis documents

- ① It is useful to have the description of the assessment criteria when unit standards are reviewed you have the initial statement that you worked with recorded.
- ② You change your assessment criteria into a question format. Remember to number your questions.



- 3 You record the evidence you require in this column. You could define this as “the model answer”
- 4 You repeat the same process with the critical cross-fields.

Analysis of Unit Standard

- Phase 1 Analyse the unit standard
FORM 1
- Phase 2 Breakdown the assessment criteria
FORM 2
- Phase 3 Develop an assessment specification
FORM 3

We are here!

PHASE 3 DEVELOP THE ASSESSMENT SPECIFICATIONS

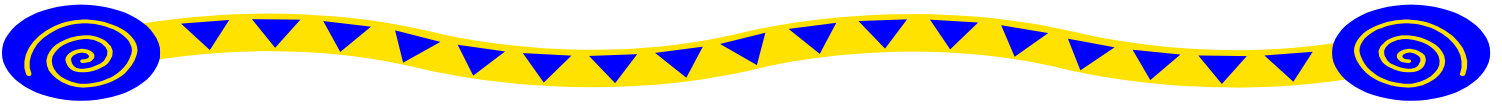
The assessment specifications are almost like a curriculum only related to assessments. This document summarises your analysis into a document that you can add into you assessment strategy.

Any outcomes-based assessment process requires an assessment strategy.

You can format this specification in any format you like. Let’s have a look at an example

FORM 3

Unit Standard Title		Assessment Approach and Methods								
<i>Cleaning the outside buildings</i>		Formative				Summative				
SO Number	AC Number	Question Number	Knowledge	Role-play	Simulation	Case Studies	Observation	Interview	Product	Other
1	1.1.	1	✓	✓				✓		
1	1.3, 1.4, 1.5	2			✓					
1	1.6, 1.7									



Range Statement/Embedded Knowledge	Question Number	Knowledge	Role-play	Simulation	Case Studies	Observation	Interview	Product	Other
2.1.	x					x			
2.2			x						

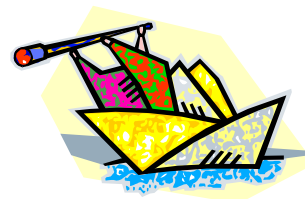
Critical Cross-fields	Question Number	Knowledge	Role-play	Simulation	Case Studies	Observation	Interview	Product	Other
1							x		
4					x				

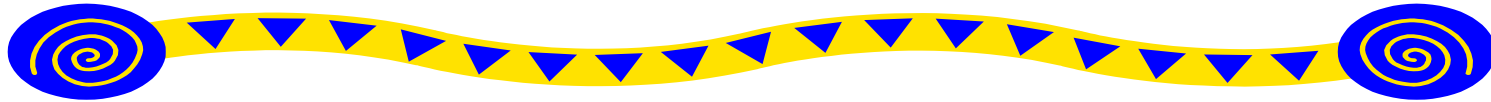
You can also use this form to combine questions and AC's if you want. It all depends on your thinking and personal development style.

You have now completed the analysis part, and can move on to putting this all into an assessment strategy.

On the next page is an example how you can combine assessment design and course design and this acts as another example of how you can represent your analysis.

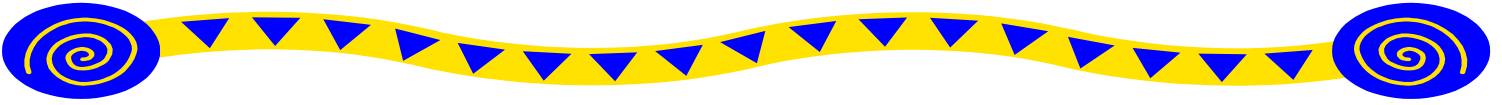
YOU HAVE NOW COMPLETED THE ANALYSIS!





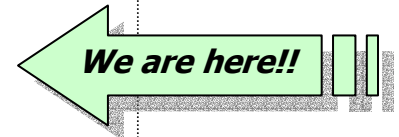
An example: *Once you are used to this process you can use this for course design as well.*

Learning Outcomes	Unit Standard Alignment						Curriculum Alignment		Assessment Specification									
	Unit Standard	SO	AC	RS	EK	CC	Mod	Page	Formative Assessment					Summative Assessment				
									Group Discussions	Role Plays	Think Sheet	Case Studies	Self-Assessment	Knowledge Questionnaire	Interview	Role-play	Observation	
Define stock	PS	1					1.1						✓					
Identify different types of stock	PS	1					1.2						✓					
Explain the value of a stock control system	PS	1	3		2		2.1		✓									
Explain the requirements of the stock control system	PS	5	4		2 4		2.2		✓				✓					
Identify different categories of stock	PS	1					3.1					✓	✓					
Distinguish between different categories of suppliers	PS	3	3				4.1					✓	✓					
Demonstrate how to place a order	PS		2		2		5.1			✓			✓					
Demonstrate the procedures for receiving stock	PS	5	2 3 5		3		6.1		✓				✓					
Demonstrate procedures for selling goods at cost	PS	5	2 5		3		7.1				✓		✓					
Demonstrate the invoice procedures	PS	2	4?		3								✓					



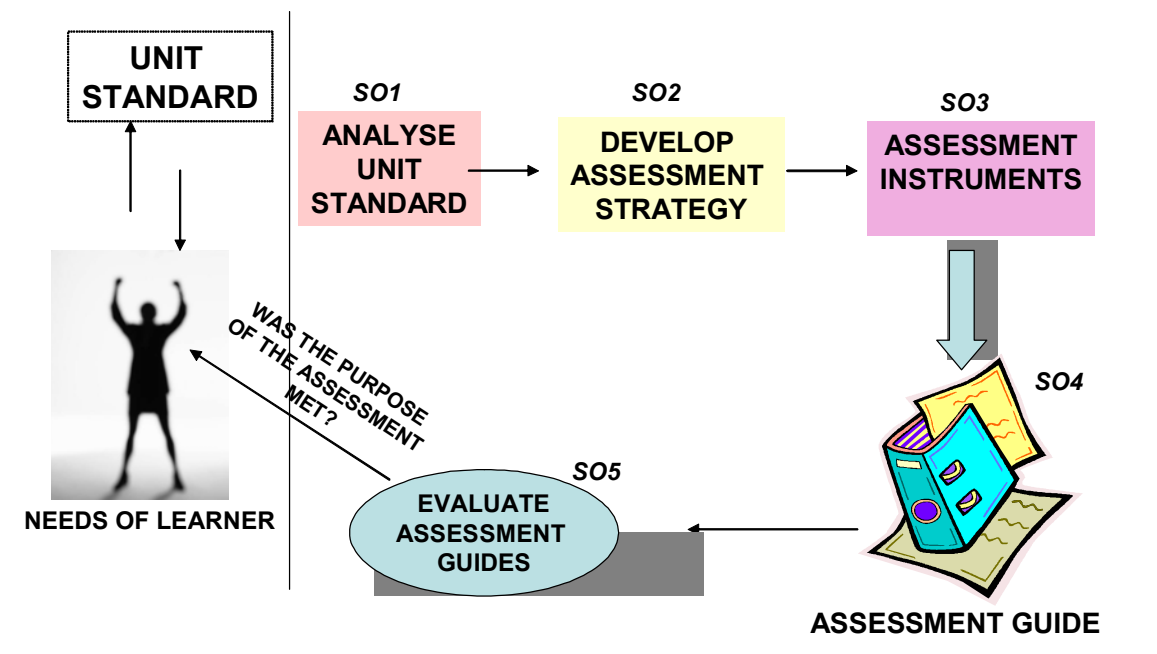
Steps to Assessment Design

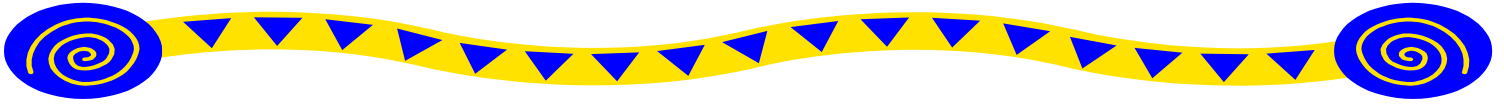
- S01 → Conduct an analysis
- S02 → Design an assessment strategy
- S03 → Design assessment activities
- S04 → Develop assessment guides.
- S05 → Evaluate assessment designs and guides



LET'S RECAP

ASSESSMENT DESIGN - ASSMT 04





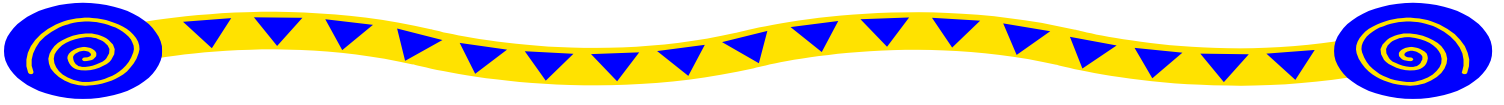
Design an assessment strategy

The design of an assessment strategy is a ***key part of the assessment process***.

The way in which the assessment will be conducted is determined during this phase.

Specific outcome 2 and assessment criteria to design the strategy are projected below.

<u>SPECIFIC OUTCOME 2:</u>	Design an assessment strategy
<u>Assessment criteria</u>	
2.1.	The design includes opportunities for holistic and integrated assessment. Multiple specific outcomes and assessment criteria are assessed simultaneously where possible to increase opportunities for integrated assessment.
2.2.	Provision is made for the collection of evidence from a variety of sources to ensure the reliability of assessment judgments.
2.3.	Opportunities for gathering naturally occurring evidence are identified and planned whenever possible, so as to improve assessment efficiency and match assessment conditions to real performance conditions.
<i>Range:</i>	Naturally occurring evidence refers to evidence gathered during the normal course of actual work performance.
2.4.	Time allocated for the assessment is realistic, can be justified in terms of source documents and is sufficient for the nature of the performances being assessed and/or parties affected.
<i>Range:</i>	Affected parties could include the assessor, learner, ETQA, assessor's organisation and/or learner's organisation.
2.5.	The design makes provision for any special needs in the assessment context, but without compromising the validity of assessment.



2.6. The design identifies opportunities for learner input into assessment where appropriate. A clear rationale for assessment procedures is provided and options carefully considered ahead of discussions with the learner.

Range: Procedures, what is to be assessed, opportunities for gathering evidence how and when assessment will take place, roles and responsibilities of learner and assessor, appeal procedures, what will be done with assessment data.

2.7. The assessment strategies are consistent with the defined purpose of the assessment and the evidence requirements revealed in the analysis.

2.8. Principles of good assessment practices are described. The description highlights the advantages of observing the principles, and the potential consequences of disregarding the principles.

Range: See "Supplementary information" for a definition of principles of good assessment.

2.9. Standards-based and traditional approaches to assessment are contrasted. The similarities and differences are identified and advantages and disadvantages of each approach for the assessor's context are discussed.

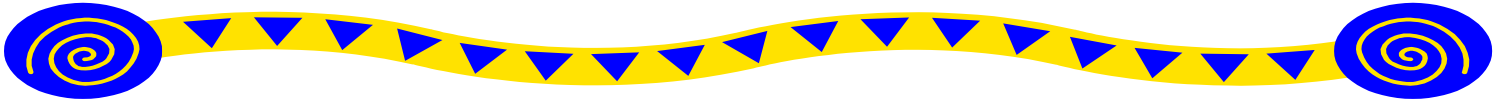
Range: Similarities and differences in terms of assessment methodology, advantages to learners, employers and institutions, impact on learners and assessors, and means of reporting result.

2.10. The design incorporates lessons learned during the review of, and reflection on, past practice.

The assessment strategy needs to be designed based on the analysis of:

- source documents and assessment contexts
- identified evidence requirements
- methods to gather the appropriated evidence

The most important part during the process of designing the assessment is to determine the overall strategy.



The following should be used as guidelines in this regard:

- The ***purpose of assessment*** is clearly defined
- The assessment approach is described
- Utilise naturally - occurring evidence
- Ensure triangularity of evidence
- Ensure that assessment activities focus on the outcome
- Ensure sufficient assessment activities to gather sufficient evidence according to the assessment criteria
- Ensure adherence to principles of good assessment
- Involve the learner to suggest ways to gather evidence
- Ensure cost-effective assessments
- Provision is made for the collection of evidence
- Ensure the time allocated for assessment is realistic
- Were special needs considered
- Is the context clearly defined and described
- All role-players defined and responsibilities described
- Appeals procedures described
- How will assessment records been kept

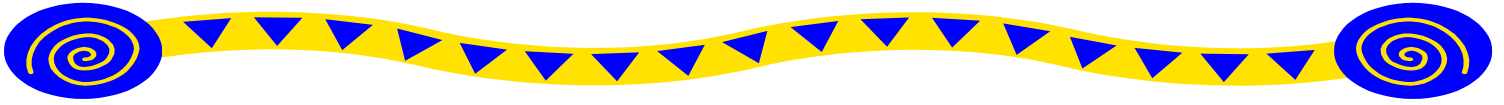
Defining the assessment strategy

The following steps to define/formulate the assessment strategy are applicable:

1. Conduct an assessment specification based on your analysis.
2. Design and describe the assessment strategy to provide an overview of the assessment activities, instructions to the assessors, instructions to the learners, logistics and assessment conditions.

The following examples will assist you in the process of defining and formulating your assessment strategy in line with the applicable unit standard:

ASSESSMENT STRATEGY			
TARGET GROUP	<i>Describe who this assessment strategy is intended for, list job occupations</i>		
UNIT STANDARD TITLE	<i>List all the unit standards</i>	NUMBER	
LEVEL		CREDITS	



ENTRY LEVEL REQUIREMENTS	<i>Learning assumed to be in place and/or workplace requirements</i>
---------------------------------	----------------------------------------------------------------------

PURPOSE OF ASSESSMENT	<i>Describe the reasons for this assessment</i>
------------------------------	-------------------------------------------------

ASSESSMENT APPROACH	<i>Describe how you intent to conduct this assessment. Eg Will learners be assess during training (formative assessment) or is this the final assessment (summative)</i>
----------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------

CONTEXT OF ASSESSMENT

ASSESSMENT CONDITIONS

Describe where the assessment will take place and how long it will take

SPECIAL ASSESSMENT NEEDS OR ORGANISATION SPECIFIC REQUIREMENTS	<i>Describe any special arrangements required for this assessment</i>
-----------------------------------------------------------------------	-----------------------------------------------------------------------

RESOURCES	<i>List all resources that you would require for assessment</i>
------------------	-----------------------------------------------------------------

ROLE-PLAYERS

Assessor	<i>Describe who will be involved and what will be expected from them</i>
-----------------	--------------------------------------------------------------------------

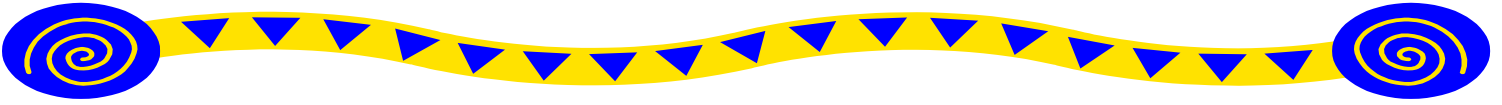
Learner	
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Moderators	
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Other	
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ASSESSMENT SPECIFICATION

Unit Standard Title	Assessment Approach and Methods	
	Formative	Summative



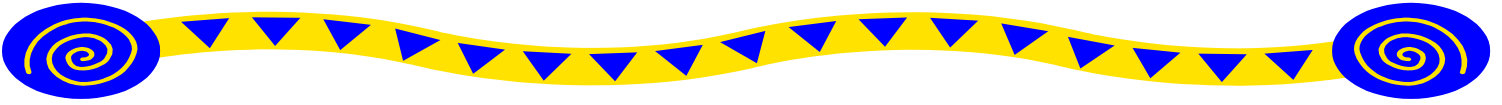
SO Number	AC Number	Question Number	Knowledge	Role-play	Simulation	Case Studies	Observation	Interview	Product	Other

Range Statement/Embedded Knowledge	Question Number	Knowledge	Role-play	Simulation	Case Studies	Observation	Interview	Product	Other

Critical Cross-fields	Question Number	Knowledge	Role-play	Simulation	Case Studies	Observation	Interview	Product	Other

QUALITY ASSURANCE	<i>Describe the moderation procedures</i>
APPEALS PROCEDURES	<i>Describe appeals procedures</i>

ASSESSMENT PROCESS	
What:	How: <i>(Describe process make sure that assessment principles are maintained)</i>

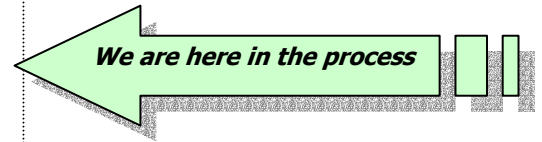


Design of assessment activities



Steps to Assessment Design

- | | | |
|------|---|----------------------------------------|
| SO1 | → | Conduct an analysis |
| SO2 | → | Design an assessment strategy |
| SO3 | → | Design assessment activities |
| SO4 | → | Develop assessment guides. |
| SO 5 | → | Evaluate assessment designs and guides |



The design of assessment activities is important to ensure opportunities are created to obtain evidence aligned with the unit standard.

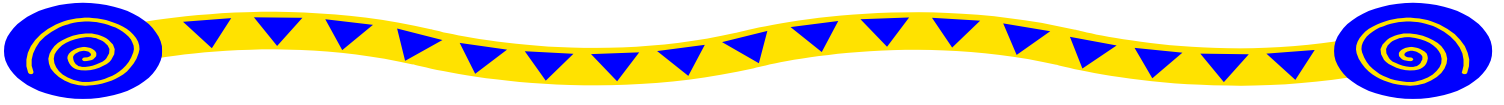
The design of assessment activities involves the development of the actual ***assessment instruments and related administration documents*** you are going to use to conduct assessments.

The assessment instruments represent the assessment methods on paper. An assessor records all the evidence on the assessment instruments to ensure that he/she can make an assessment decision at the end of the assessment.

SPECIFIC OUTCOME 3: Design assessment activities

Range: Evidence to be gathered for the design of activities that assess:

- Psychomotor evidence: through methods such as observation of naturally occurring evidence, simulations, skills tests, assessment of products.
- Cognitive evidence: fixed and open response, written and oral items.
- Assessment of value and attitudinal orientation.



Assessment criteria

3.1 The design of activities enables assessors to collect evidence of psychomotor and/or cognitive performances that are valid in terms of the assessment criteria.

Range: Cognitive performance: includes understanding and explanation of concepts and principles embedded knowledge

3.2 Individual activities provide for the collection of evidence against combinations of assessment criteria where possible.

3.3 The activities enable assessors to collect valid and sufficient evidence of competence as per the definition of competence provided in source documents.

3.4 The assessment methods underpinning the activities are appropriate, fair and manageable, and are consistent with the defined purpose of the assessment.

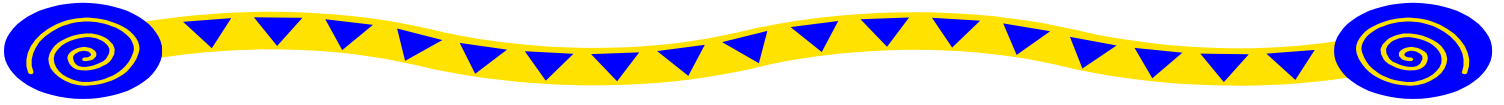
Range: See "Supplementary information" for a definition of appropriate, fair and manageable.

3.5 Different assessment methods are described and justified in terms of the particular context, and their advantage over other possible and discarded options.

Range: The description of methods should cover situations for gathering evidence of abilities in problem-solving, comprehension, analysis and synthesis, evaluation, practical and technical skills, personal and attitudinal skills and values.

3.6 The language and expressions used to communicate in the activities is at a level appropriate to the learner and provides clear direction without influencing the learner towards a particular response.

3.7 The design provides for activities that meet site cost and time requirements and particular constraints of assessment.



Guidelines for designing assessment instruments



Based on the assessment strategy and overview of the assessment activities that you have designed during the analysis process, it is now important to add the detail to the identified assessment activities and develop the associated assessment instruments.

Keep in mind that these instruments should provide opportunities for the learner to prove competence.

Integrated assessment is important because evidence can be gathered

using one assessment instrument, which implies effective and efficient assessment.

Depending on the assessment instrument and the evidence collected during the process of assessment a format needs to be developed to enable the assessor to capture the evidence.

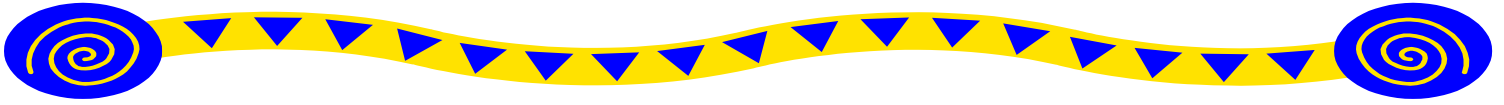
Criteria for assessment documents

In order to get consistent assessment results it is important to develop standardised assessment documents and instruments. A standardised format is recommended for assessment instruments.

Assessment instruments should reflect the following:

Title and number

It is important to give the assessment instrument a title and a number for administrative purposes. Normally the title gives an indication of the type of assessment method.



Also remember to reflect a date somewhere on the document and a filename.

All documents should be marked as confidential either in the header or footer

Information about the Unit Standard

Include the following information:

- Unit standard title
- Number
- Specific outcomes assessed
- Level on the NQF
- Field and sub fields
- Qualification
- Credit value
- Name and registration number of assessor
- Venue for assessment
- Name and registration number of learner
- Time

Context of the assessment

Describe the assessment conditions, under which the learner has to perform and meet the assessment criteria,

e.g. workplace, simulation, portfolio to be submitted, written exam, etc.

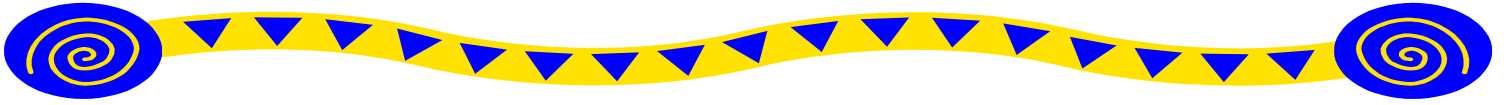
Instructions for the assessor

The exact assessment process should be described for the benefit of the assessor and the learner. It should incorporate the requirements of the specific outcome and assessment criteria.

Specific outcomes can be assessed individually or from more than one standard at the same time.

Briefly describe the type of evidence to be collected.

Describe the assessment method and how the assessment will be conducted



Resources required

List all the resources required for the assessment

Guidelines to the learner/learner

Describe any additional guidelines to be given or discussed with the learner, this could include issues such as safety precautions etc.

Details of required evidence

Column 1 - SO and AC Number

For administrative purposes it is important to use the numbers allocated to assessment criteria.

Column 2 – Questions/statements

It will be very time consuming to develop the first assessment instruments but it will save time for the assessors if the assessment criteria are included in the assessment document. It will ensure that they do not always have to have a set of unit standards with them.

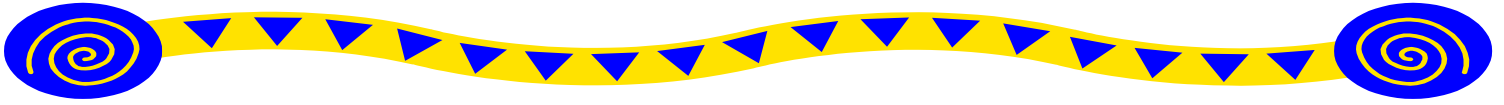
Column 3 – Evidence Required

Under the heading “evidence required ” a brief description of the required performance is advisable, and an indication as to where the assessor could find a detailed description of the performance expected from the learners:

- Specific examples are required.
- Examples provided do not have to be all-inclusive.
- Evidence must match the tasks and resources.

Column 4 – Evidence collected

This column is provided to record the evidence observed and/or collected. The recorded evidence assists the assessor to make judgement of the evidence and to make an assessment decision. It is also important to provide the learners with constructive feedback and/or to make recommendation or identify the action required to meet the requirements.



Column 5 – Judgement

This column also gives a statement defining the adequacy of the evidence required to meet the standards. The quality, quantity and conditions (*how well*) it:

- relates to the specific outcomes and assessment criteria.
- states the requirements for sufficiency and accuracy.
- is consistent and will produce the same result when applied by different assessors.

It's normally defined as:

- *Yes – meet requirements*
- *No – does not meet the requirements*

This column allows the assessor to make a judgement against the assessment criteria

Column 6 – Future improvements and/or action required

This column provides space to record any action required such as more evidence to be collected or any future improvements to be made. This is normally agreed upon during the feedback session.

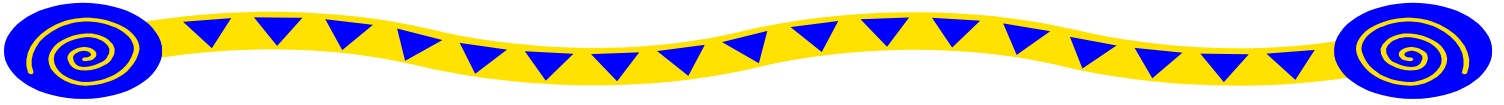
General feedback

You allow a section for general comments and also space for the learner's comments and/or questions

Assessment decision

You allow a section to make a general assessment decision. If the assessment instrument does not cover the full unit standard a typical assessment decision would be:

- *Meet all the requirements*
- *Do not meet all the requirements*
- *Requires additional evidence*
- *Requires another assessment by another assessor*
- *Can continue to next assessment*



Learners Declaration

It is important that the learner declare his agreement with the feedback and this should therefore never be left out

Signature and dates

To ensure authenticity, both the assessor and learner need to sign and date the documents

For quality assurance purposes you should allow a space for comments from the ***moderator and place for dates and signatures***

You should have a few different examples of how you can format assessment instruments.

You can design your own formats as long as you meet all the requirements as set out in SO 3 of ASSMT 04

Formatting the questions for assessment instruments

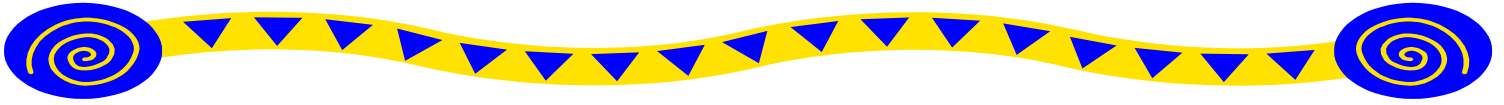
An essential part of the design of assessment instruments is the formatting of questions against assessment criteria. You already did this during the analysis process.

Remember this!

FORM 2

Breakdown of Assessment Criteria			
Unit Standard Title:			
SO	①Assessment Criteria/ Range statement	②Question Format	③Evidence required
④Critical Cross fields			
Number	Cross-field description	Question Format	Evidence required

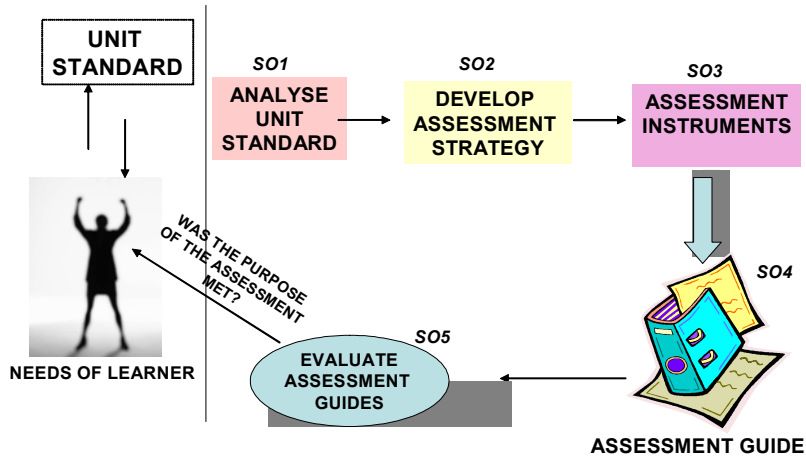
In Annexure A, you will find different formats of how you can design assessment instruments



Remember you design assessment instruments to suit your organisational needs, *fit for purpose*.

LET'S RECAP!

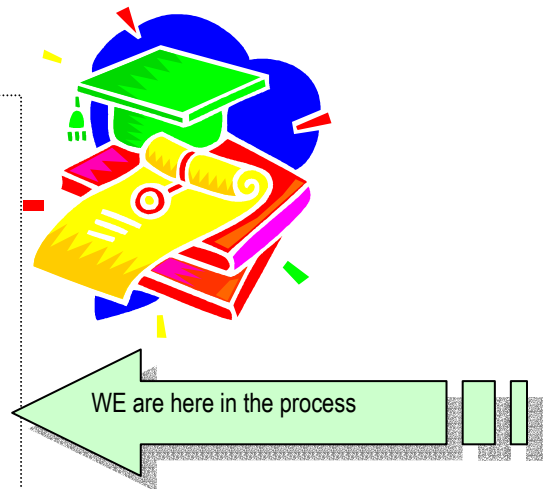
ASSESSMENT DESIGN - ASSMT 04

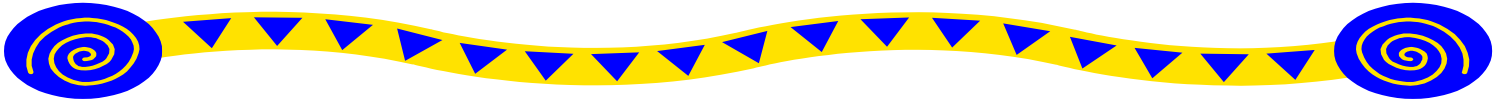


Develop assessment guides

Steps to Assessment Design

- SO1 → Conduct an analysis
- SO2 → Design an assessment strategy
- SO3 → Design assessment activities
- SO4 → Develop assessment guides.
- SO 5 → Evaluate assessment designs and guides





The purpose of assessment guides

The purpose of assessment guides is to ***collate all the assessment administration and instruments into one document.***

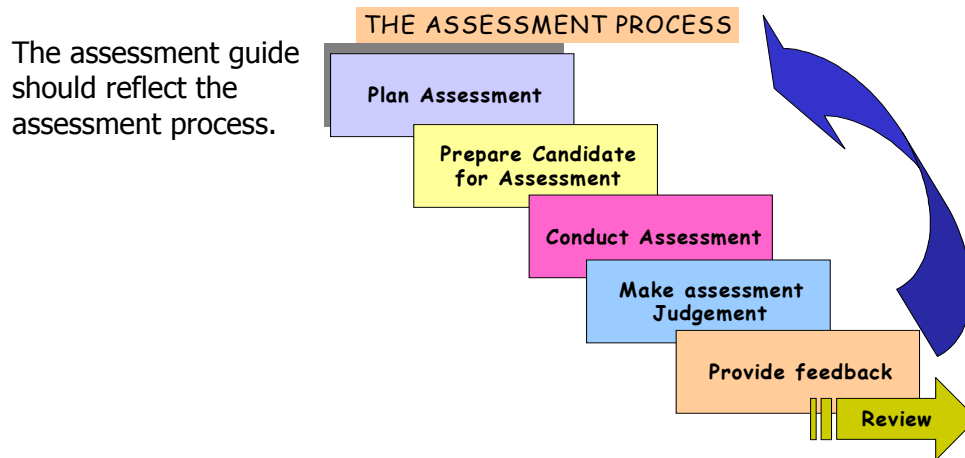
This will ensure that assessors collect and record ***valid, authentic, sufficient and consistent*** evidence and therefore ***make valid assessment decisions*** that can be verified.

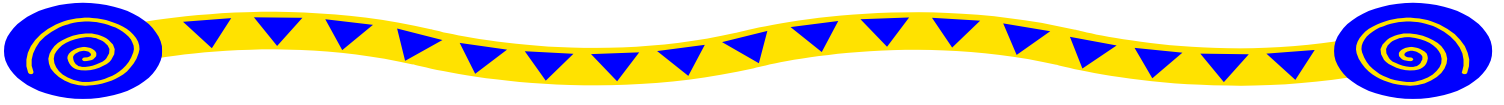
Assessment guides ***ensure standardisation*** and the maintenance of the quality of assessment.

An assessor should never do any assessment without prepared assessment guides.

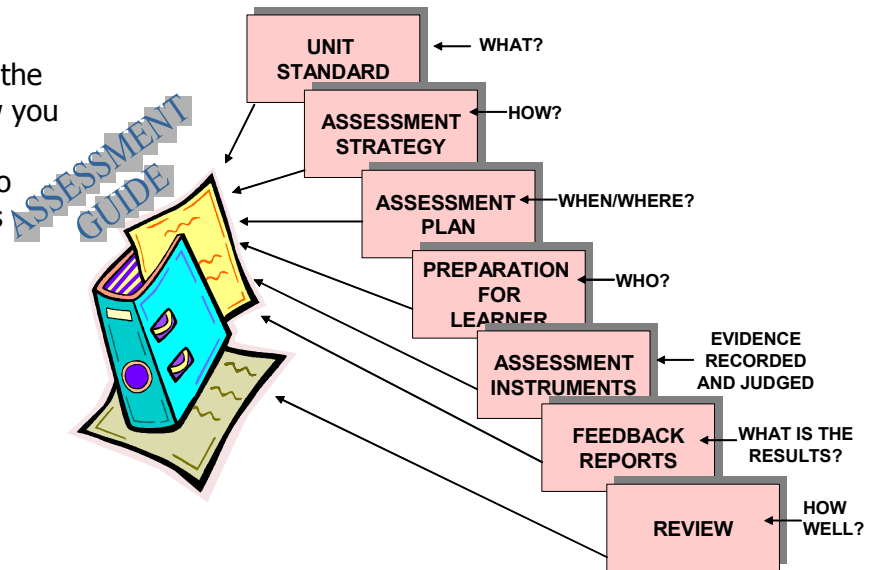
It is imperative that assessment guides are ***constantly reviewed*** and evaluated against national unit standards and the criteria provided by the quality assurance bodies.

Assessment guides are compiled to assist the assessor to implement good assessment practices that follows a structured and effective assessment process.





The diagram on the right illustrates how you can compile an assessment guide to support the process



The development of an assessment guide is the final step. This is where all activities, methods, instruments and supporting documents are organised in such a way that various assessors could use it in future and obtain reliable evidence in a consistent manner.

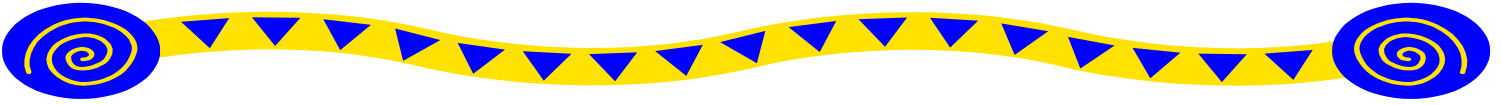
SPECIFIC OUTCOME 4: Develop an assessment guide

Assessment criteria

4.1 The guide contains all the details necessary to ensure effective, fair and consistent assessments.

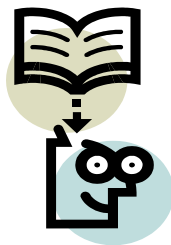
Range: Details concerning at least: performance to assessed types and quality of evidence to be collected (including cognitive, affective and psychomotor) assessments methods to be used resources required conditions of assessment timing of assessment time-limits sequence of activities accountabilities deadlines arrangements for moderation learner details resources, schedules of activities, instructions to assessors and learners, as well as anyone expected to support the assessment process in any way.

4.2. The guide provides clear details of the assessment activities in line with the assessment design, so as to facilitate fair, reliable and consistent assessments by assessors.



- 4.3. The structure of the guide promotes efficient and effective assessment. It further facilitates the recording of data both during and after the assessment for purposes of record keeping, assessment judgments and moderation of assessment.
- 4.4 The guide makes provision for the gathering and recording of whatever evidence is required where competence cannot be inferred from performance alone.

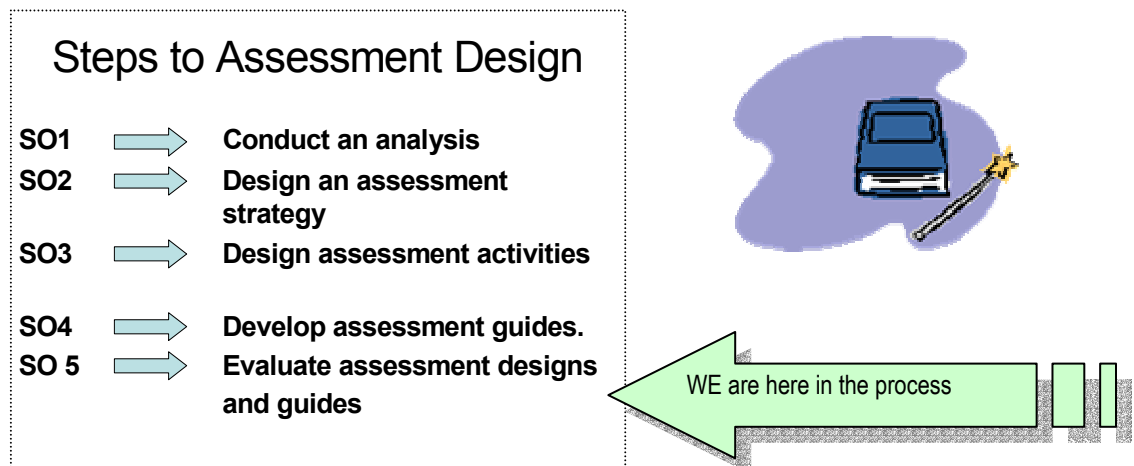
It is important to keep in mind that an assessment guide is designed in such as way that any other qualified assessor will be able to conduct the assessment the way you planned it.

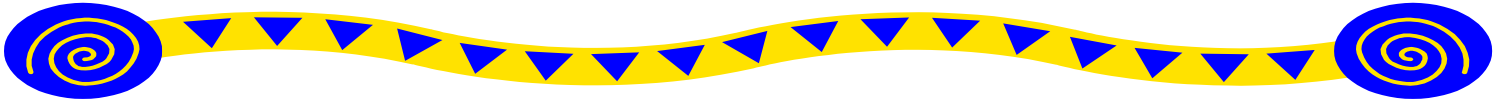


See Annexure A:

A complete example of an assessment guide

Evaluating and reviewing assessment guides.





To ensure that assessment guides are aligned with the specifications as outlined in the unit standard, introspection and measurement of quality assurance are important.

This creates an opportunity to improve outcomes of the assessment guide and evidence generated to ensure fair judgment during assessment of learners.

SPECIFIC OUTCOME 5: Evaluate assessment designs and guides

Range: Evidence to be gathered for effective and ineffective assessment guides

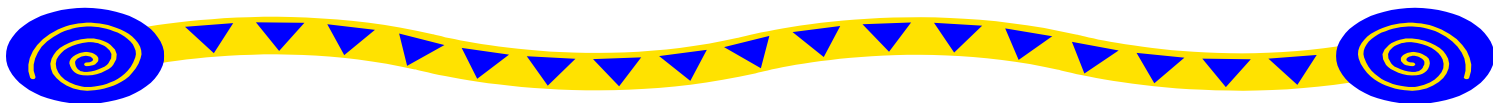
Assessment criteria

- 5.1 Appropriate tests are used to evaluate the quality of the assessment design and guides in relation to good assessment principles and the intention of the assessment reflected in the standards and/or qualifications.
- 5.2 The evaluation results are described and justified in terms of the principles of good assessment and based on evidence from a variety of sources, including empirical data.

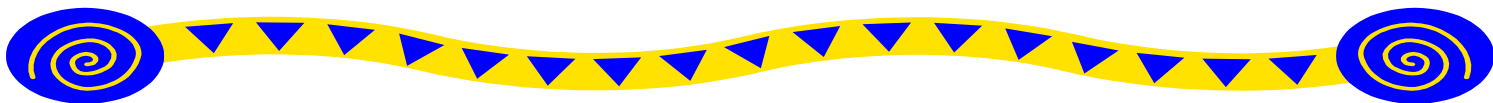
Recommendations arising from evaluations have the potential to facilitate the improvement of assessment design and guide in line with the intention of the unit standards and/or qualification and the purposes of the assessment



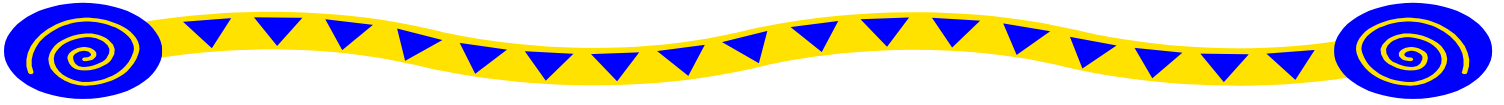
You can use this following checklist to evaluate an Assessment Guide



Assessment Guide Checklist				
	Criteria	Yes	No	Comments
1. Assessment Strategy and Unit Standard				
1.1.	Clearly defined assessment strategy			
1.2.	Target group described			
1.3.	Assessment context defined			
1.4.	The purpose clearly described			
1.5.	Assessment approach defined			
1.6.	Potential special needs identified			
1.7.	Organisational requirements considered			
1.8.	Role-players identified and roles clearly defined			
1.9.	Unit standard alignment defined in assessment specification			
1.10	Quality assurance process defined			
1.11	Appeals procedures defined			
1.12	Assessment process described			
2. Assessment Plan				
2.1	Unit Standard Title stated			
2.2	Description of unit standard given			
2.3	Specific outcomes stated			
2.4	Embedded knowledge stated			
2.5	Range stated			
2.6	Instruments to be used stated			
2.7	Period of Assessment stated			
2.8	Location stated			
2.9	Credits and level stated			
2.10	Results availability stated			
2.11.	Assessment process and activities described			
3 Learner/learner Preparation				
3.1	Logistical and resource requirements stated per instrument			
3.2	People to be informed stated			
3.3.	How learners/learners are prepared			
3.4.	What learners/learners are prepared on described			
4 Guide to Learner/learner				
4.1	Instruments to be assessed against described			
4.2	Preparation required of learner described			
4.3	Equipment / resources required stated			
4.4	Performance expectations stated			



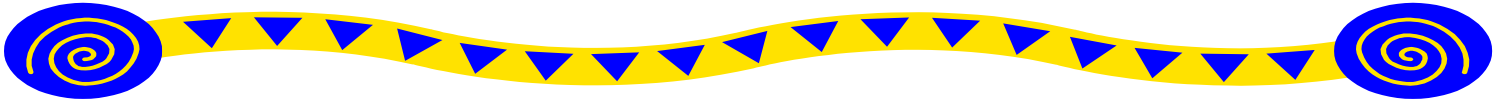
Assessment Guide Checklist				
	Criteria	Yes	No	Comments
4.5	Evidence requirements stated			
5 Assessment Instruments				
5.1	Description of each instrument given			
5.2	Context of assessment			
5.3	Instructions to assessor			
5.4	Resources required			
5.5	Guidelines to the learner			
5.6.	Name and numbers of learners/learners			
5.7.	Name and number of assessor			
5.8.	Names of other role-players			
5.9.	Specific outcomes(SO)/assessment criteria(AC) listed			
5.10	Questions/statements linked to SO/AC			
5.11.	Evidence required defined			
5.12.	Space to record evidence			
5.13.	Space for judgement per SO/AC			
5.14.	Action/future improvements column			
5.15.	General feedback section from assessor			
5.16.	Comments/questions from learner/learner			
5.17.	Space for judgement, inline with outcomes-based assessment			
5.18.	Declaration by learner/learner			
5.19.	Signature and dates assessor			
5.20.	Signature and date learner/learner			
5.21.	Comment/signature/date of moderator			
6 Guide to Learner Response / Evidence Checklist				
6.1	"Model answers" to Knowledge Tests included			
6.2	Performance Checklist to learner activities included			
6.3	Summary report of competence judgement included			
6.4	Assessor evaluation of assessment against assessment principles			
6.5.	Final assessment decision			
6.6.	Final feedback report			
6.7.	Declaration of competence			
6.8.	Assessment review from assessor			
6.9.	Assessment review from learner/learner			
6.10.	Assessment review from workplace			



Assessment Guide Checklist				
	Criteria	Yes	No	Comments
7 Moderation				
7.1	Internal Moderation report as per organisational moderation plan			
7.2	External Moderation report as per organisational moderation plan			
8 Administration				
8.1.	Certification processes			
8.2.	Grant claims (if applicable)			
9 Overall Presentation				
9.1	Overall presentation of Assessment guide			
9.2	User-friendliness of guide			



A final word! *The design of assessment guides is costly and time consuming, but the implementation and maintenance is quick and very cost effective.*



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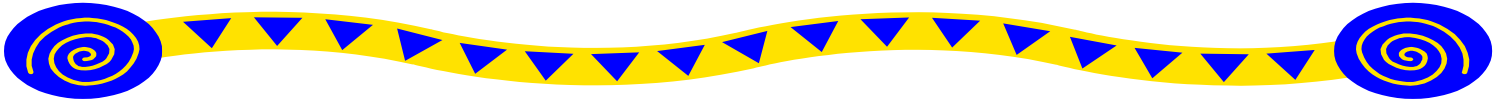
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SAQA Public Document. *The National Qualifications Framework: An Overview*.

SAQA, Public Comment Document No. 2 May 2001. *Guidelines for Education and training Quality Assurance Bodies: Establishing Criteria for the Registration of Assessors*

SAQA November 1999, *Criteria and Guidelines for ETQAs*. Public Document



Additional Documents for Reading

Legal documents and other SAQA publications

1. SAQA Act (No. 58 of 1995)
2. NSB Regulations (Government Gazette No. 18787; 28 March 1998)
3. ETQA Regulations (Government Gazette No. 19231; 8 September 1998)
4. The NSB Manual - Criteria for the Generation and Evaluation of Qualifications and Standards within the NQF
5. Criteria and Guidelines for ETQAs
6. Criteria and Guidelines for Providers
7. Guidelines for the Assessment of NQF registered unit standards and qualifications
8. SAQA publishes the SAQA Update on a regular basis. This one-page newsletter gives up-to-date information about the progress made in respect of the development and implementation of the NQF.
9. SAQA publishes a bulletin on a regular basis, which is intended to keep readers abreast of decisions and developments within SAQA as well as highlight pertinent debates. It also provides the opportunity for critical reflection on the NQF and related issues. Bulletin No. 1 (May 1997) is of particular interest as it records the fundamental decisions of SAQA in respect of the establishment of the NQF.
10. Related Acts
 1. [National Education Policy Act](#)
 2. [South African Qualifications Authority Act](#)
 3. [Higher Education Act](#)
 4. [Skills Development Act](#)
 5. [Skills Development Levies Act](#)
 6. [Further Education and Training Act](#)
 7. [South African Schools Act](#)